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Ontario, Education, Dep. of
(ANNUAL) REPORT

OF THE

NORMAL, MODEL, GRAMMAR

AND

COMMON SCHOOLS

IN

ONTARIO,

FOR THE YEAR 1868.

WITH APPENDICES,

BY THE CHIEF SUPERINTENDENT OF EDUCATION.

Printed by Order of the Legislative Assembly.



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1869.



Department of Public Instruction for Ontario.

No. 3,296, C 3.

EDUCATION OFFICE,

TORONTO, 27th August, 1969.

SIR,—I have the honour to transmit herewith, to be laid before His Excellency the Lieutenant-Governor, my Report of the Normal, Model, Grammar and Common Schools of Ontario, during the year 1868, including a Statistical Statement of other Educational Institutions, as far as I have been able to obtain information respecting them. To my Report I have added an Appendix, which contains copious extracts from local reports, and various documents and papers illustrative of the means which have been employed to promote the improvement and extension of the Grammar and Common Schools throughout Ontario.

I have the honour to be, Sir,

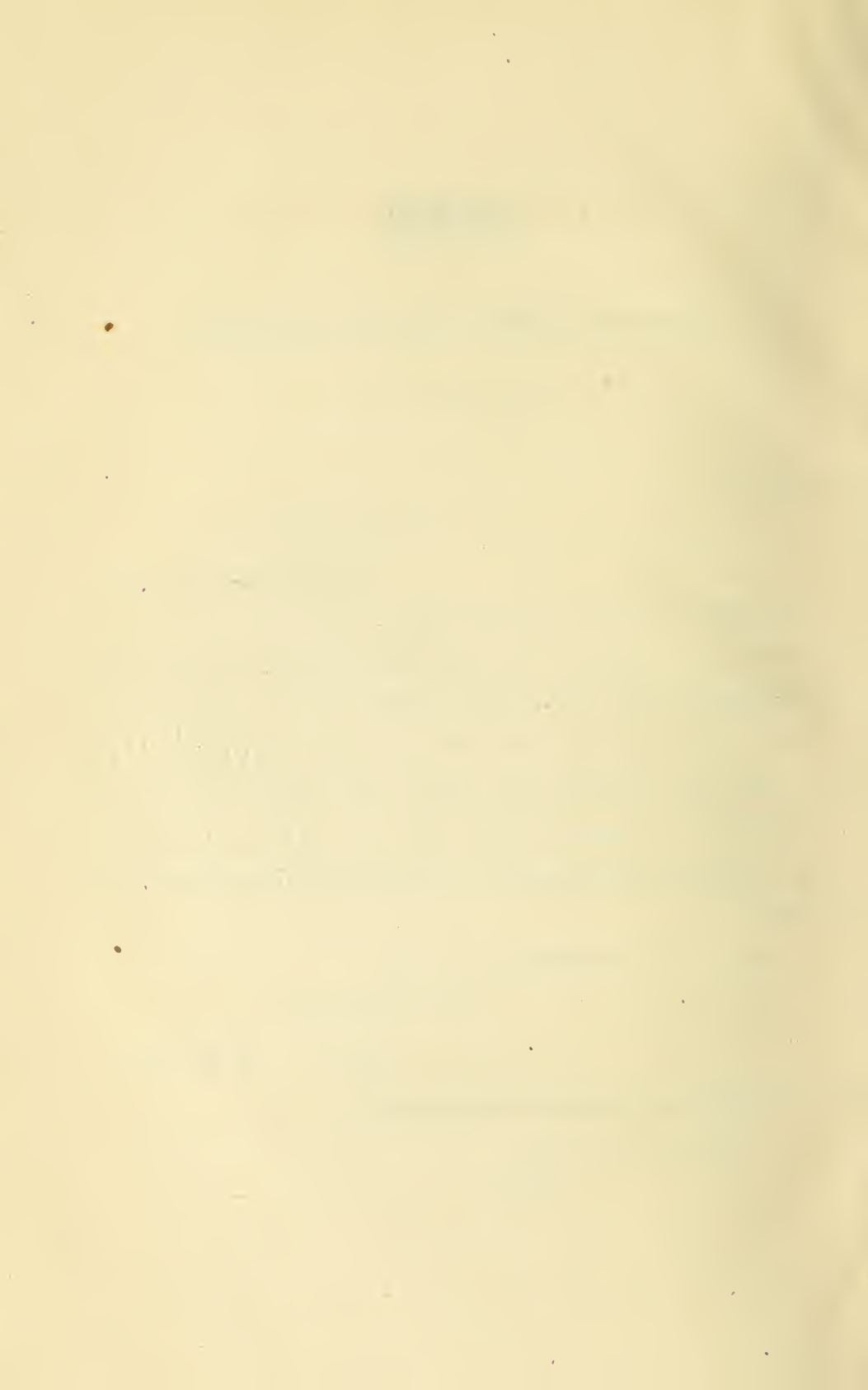
Your obedient servant,

(Signed,) E. RYERSON.

To the Honourable MATTHEW CROOKS CAMERON, M.P.P.,

Secretary of the Province,

Toronto.



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PART I.

GENERAL REPORT.

1868.

ANNUAL REPORT

OF THE

Normal, Model, Grammar and Common Schools IN ONTARIO,

FOR THE YEAR 1868.

PART I.—GENERAL REPORT.

*To His Excellency the Honourable WILLIAM PEARCE HOWLAND, C.B.,
Lieutenant Governor of the Province of Ontario:—*

MAY IT PLEASE YOUR EXCELLENCY,

As required by law, I herewith present my Report on the condition of the Normal, Model, Grammar and Common Schools of the Province of Ontario for the year 1868.

An examination of the Statistical Tables will show that while there has been no increase in the amount of Legislative aid to Common Schools, there has been a large increase in aid derived from local sources—an increase nearly twice as large as that which has taken place during any one year since the establishment of the School System—an increase of \$118,997 (\$53,027 of this increase having been applied to increase the salaries of teachers)—being an increase of \$57,633 more than the *increase* of the preceding year (1867), though the increase of 1867 was \$62,970 in advance of the year 1866. This is the result of the local voluntary acts of the people themselves, and not the result of any additional appropriations on the part of the Legislature.

The whole amount provided for Common School purposes for the year 1868 was \$1,789,332, of which the Legislative appropriation amounted only to \$171,987, the sum of \$1,617,345 being provided by local effort.

It is also worthy of remark that the increase of pupils in the Common Schools is nearly twice as large as that of the preceding year. The increase of pupils in the schools for 1867 was 10,748; the increase the last year is 18,256—the whole number of pupils in the schools being 419,899.

I will now present a summary view of the Statistical Tables above referred to.

COMMON SCHOOLS.

I. TABLE A.—RECEIPTS AND EXPENDITURES OF COMMON SCHOOL MONEYS.

Receipts.

1. The amount apportioned from the Legislative Grant, for the salaries of teachers in 1868, was \$171,987—decrease, \$554. The amount apportioned for maps, globes, prize books, apparatus, and libraries, was \$13,730—decrease, \$880

2. The Legislative Grant is apportioned to each Municipality according to population (but distributed to each School Section according to average attendance of pupils, and the length of time each school is kept open), upon the condition that such Municipality provides, at least, an equal sum by local assessment; but each Municipality is empowered to assess and collect as large an additional sum as it may think proper, for the education of youth within its jurisdiction. The amount of School Fund provided by Municipal assessment for 1868 was \$362,375—increase \$10,501; and by voluntary act, in excess of the Legislative Grant, \$190,388. This, together with the item which follows, exhibits the progress and strength of the real feeling of the country in regard to the education of its youth.

Trustees' Rates on Property.—Each township is divided by the Municipal Council into School Sections of from two to four miles square each. Three trustees are elected by the rate-payers as a School Corporation for each Section. The trustees hold office for three years—one going out of office and a successor elected each year. Vacancies in the School Corporation, when they occur from other causes, are also filled up by election. The trustees of each section have the same discretionary power as each township or county Council, to provide by rate on property for their school purposes. The amount thus provided by trustees' rate on property (in addition to the Municipal Council Assessment of \$362,375), was \$855,538—increase, \$55,829. This indicates the feeling and efforts of the people in the Separate School divisions for the education of their children, while the aggregate amount of Municipal Assessment exhibits the state and progress of public feeling in regard to the general education of the country, as both rates are local and voluntary.

4. *Trustees' Rate-bills on Pupils.*—Whether a school shall be wholly supported by a rate on property, and, therefore, *free* to all residents from five to twenty-one years of age, without *fee* from any pupil; or whether the school shall be supported partly by fees or rate-bills (the law not allowing a rate-bill or fee to exceed twenty-five cents per month for each pupil), is determined by the rate-payers at each annual meeting, or at a special meeting called for that purpose. In cities, towns, and incorporated villages the elected Boards of Trustees determine whether the school shall be free or not. A decrease in the amount of rate-bills or fees indicates an increase of free schools. The amount of rate bills for 1868 was \$50,869—decrease, \$327. At the School Convention of every county, held in February and March of the current year, a desire was expressed by resolution that *all* the Common Schools should be made *free by law*.

5. *The Clergy Reserve Fund* is placed by law at the discretionary disposal of the Municipalities, and many of them have nobly applied their share (apportioned according to the number of rate-payers) to school purposes. The amount thus granted by Municipalities for school purposes from distributed balances of this fund, was \$334,830—increase, \$54,429.

6. Total amount of moneys provided for Common School purposes in 1868, was \$1,789,332—increase, \$118,997; the largest increase by \$57,027 that has ever taken place in any one year since the establishment of the School System.

Expenditures.

1. For salaries of teachers, \$1,146,543—increase \$53,027.
2. For maps, globes, apparatus, prize books and libraries, \$31,159—decrease \$196.
3. For sites and building of school-houses, \$186,309—increase, \$37,114.
4. For rents and repairs of school-houses, \$54,610—increase, \$3,975.
5. For school books, stationery, fuel and other expenses, \$169,813—increase, \$21,325.
6. Total expenditure for all common school purposes, \$1,588,434—increase, \$115,246.
7. Balances of school moneys not paid at the end of the year when the returns were made, \$200,897—increase, \$3,751. Grand total for the year 1868, \$1,789,332—increase, \$118,997.

II. TABLE B.—SCHOOL POPULATION, PUPILS ATTENDING COMMON SCHOOLS, DIFFERENT BRANCHES OF INSTRUCTION.

An old statute still requires the returns of school population to include children between the ages of 5 and 16 years; but the school law confers the equal right of attending the schools upon all residents between 5 and 21 years of age.

1. School population (including only children between the ages of 5 and 16 years), 464,315—increase, 16,589.

2. Pupils between the ages of 5 and 16 years attending the schools, 397,792—increase, 17,281. Number of pupils of other ages attending the schools, 22,107—increase, 975. Total number of pupils attending the schools, 419,899—increase, 18,256.

3. The number of *boys* attending the schools, 221,807—increase, 8,788. The number of *girls* attending the schools, 198,092—increase, 9,468.

4. Number reported as *indigent* pupils, 3,671—decrease, 758.

5. The table is referred to for the reported periods of attendance of pupils, and the number in each of the several subjects taught in the schools.

6. The number of children reported as not attending any school, was 37,052—decrease, 2,463. It is to be hoped that this ominous and humiliating item will soon disappear through the christian and patriotic exertions of the people at large, aided by the contemplated and universally desired amendments in the school law on the subject of compulsory education.

III. TABLE C.—RELIGIOUS DENOMINATIONS, CERTIFICATES, ANNUAL SALARIES OF TEACHERS.

1. *Number of Teachers, Male and Female.*—In the 4,480 Common Schools reported, 4,996 teachers have been employed—increase, 106; of whom 2,777 were male teachers—decrease, 72, and 2,219 were female teachers—increase, 178.

2. *Religious Persuasions of Teachers.*—The teachers are reported to be of the following persuasions:—Church of England, 811—increase 16; Church of Rome, 563—increase, 11; Presbyterians (of different classes), 1,564—increase, 22; Methodists (of different classes), 1,503—increase 91; Baptists (of different classes), 271—increase, 5; Congregationalists, 55—decrease, 10; Lutherans, 23—decrease, 1; Quakers, 10—decrease, 5; Christians and Disciples, 42—decrease 1; reported as Protestants, 103—increase, 30; other persuasions, 16—decrease, 13; not reported, 29—decrease, 42.

N.B.—Of the 563 teachers of the Church of Rome, 327 of them are teachers in the the Public Common Schools, and 126 are teachers in the Separate Schools.

3. *Teachers' Certificates.*—Total number of certificated or licensed teachers reported is 4,882—increase, 143; Normal School Provincial Certificates, 1st class, 257—increase, 19; 2nd class, 347—decrease, 16; County Board Certificates, 1st class, 1,753—increase, 92; 2nd class, 2,184—increase, 93; 3rd class, 341—decrease, 45; unclassified, 114—decrease, 37. Certificates annulled, 10—decrease, 9.

4. Number of schools in which the teachers were changed during the year, 695—decrease, 86.

5. Number of schools having more than one teacher, 302—increase, 23.

6. *Annual Salaries of Teachers.*—The salaries of teachers in the United States are usually paid by the month, under the name of wages, and are paid only during the months that the schools are kept open, whether five, six, or seven months. The teachers there generally, both male and female (except in cities and towns) teach one part of the year, and engage in other employments the rest of the year. This is inconsistent with the adoption of teaching as a profession, or with the progress of the profession. For a young man or a young woman to teach three or four months of the year, and then the one to labour on a farm or in a shop, and the other as a sewing-girl, or housemaid, or cook, the rest of the year, cannot advance the profession of teaching, or even make it one, as is ably shewn in the reports of several of the State Superintendents of Public Instruction.

With us, teachers are generally employed by the year, and seldom, if ever, engage in any other employment during the years of their teaching. The chief, if not only, exception to this practice is in the case of young persons who teach one part of the year, or a year or two, to procure means to enable them to go to the Normal School, in order to become better qualified and receive larger emolument in their profession, or to some Classical Institution or College, in order to prepare themselves for one of the learned professions. The most serious impediment to the progress and efficiency of school instruction is the inadequate remuneration of teachers—tending as it does to prevent many talented young persons from adopting it, and to drive many of the most competent persons from it.

Among the worst enemies to the efficiency and progress of Common School education, are those trustees and parents whose whole aim is to get what they call a cheap teacher, and who seek to haggle down the teacher's remuneration to as near starvation point as possible. It is, however, gratifying to observe that the number and influence of this class of persons are yearly diminishing in the country as a whole, although they still exert a blighting influence in some parts of it. I am thankful to be able to note from the returns an increase of \$53,027 in the aggregate sum of \$1,146,544 paid to teachers during the year—the whole increase arising from local contribution. This increase does not seem to have made any addition to the highest or average salaries of teachers, but only in paying a little more to the lowest paid class of teachers. The *highest* salary paid to a male teacher in a *county* was \$635; in a *city*, \$1,300; in a *town*, \$1,000; in a *village*, \$600. The *lowest* salary paid to a male teacher in a county was \$100 (!); in a city, \$250; in a town, \$260; in a village, \$300. The *average* salary of male teachers in counties was \$260,—of *female* teachers, \$188; in *cities*, of male teachers, \$600,—of *female* teachers, \$228; in *towns*, of male teachers, \$477,—of *female* teachers, \$224; in *villages*, of male teachers, \$418,—of *female* teachers, \$193.

IV. TABLE D.—SCHOOL SECTIONS, SCHOOL-HOUSES AND TITLES, SCHOOL VISITS, SCHOOL LECTURES, SCHOOL EXAMINATIONS AND RECITATIONS, TIME OF KEEPING OPEN THE SCHOOLS.

1. The whole number of *School Sections* reported, 4555—increase, 59. The number of schools *open* reported, 4480—increase, 58. The number of schools closed or not reported, 75—increase, 1.

2. *Number of Free Schools*—schools supported entirely by rate on property, and which may be attended by all residents between the ages of 5 and 21 years without payment of fees—was 3986—increase, 148. Number of schools partly free—that is, with a rate-bill of 25 cents or less per month—was 494—decrease, 90. I have remarked elsewhere that whether the schools are free or not in the School Sections, is decided by a vote of the ratepayers at their annual school meetings—that a general wish has been expressed that the schools be made free by law.

3. *School-houses*.—The whole number of school-houses reported, 4502—increase, 55; of these, 733 are brick—increase, 54; 433 stone—increase, 52; 1785 frame—no increase; 1528 log—decrease, 53; not reported, 23.

4. The whole number of school-houses built during the year was 171—increase, 31. Of these, 50 were brick, 26 stone, 65 frame, 30 log.

5. *Titles to School Sites*.—*Freehold*, 4064—increase, 141; *Leased*, 321—decrease, 45; *Rented*, 100—decrease, 7; not reported, 17.

6. *School Visits*.—By Local Superintendents, 10,632—decrease, 273; by Clergymen, 8492—increase, 202; by Municipal Councillors, 1727—decrease, 8; by Magistrates, 1949—decrease, 223; by Judges and Members of Parliament, 442—decrease, 107; by School Trustees, 19,903—increase, 648; by other persons, 38,797—increase, 3482. Total School Visits, 81,942—increase, 3721.

8. *Public School Examinations*.—The whole number of Public School Examinations was 7,143—decrease, 422; not two for each school, though the law requires that there should be in each school a public quarterly examination, of which the teacher should give notice to trustees and parents of pupils, and to the school visitors (clergymen, magistrates, etc.) resident in the School Section. It may not, perhaps, be easy to keep up the interest of *quarterly* examinations in each school; but there should certainly be *half-yearly* Public School Examinations—the one before the Christmas holidays, and the other before the Midsummer vacation. It may be found necessary to withhold the apportionment of the School Fund from schools in which this requirement of the law is not observed. Good teachers do not shrink from, nor are indifferent to, public examinations of their schools. They seek occasions to exhibit the result of their skill and industry; but incompetent and indolent teachers shrink both from the publicity and labour attendant on public examinations of their schools. The novelty and excitement connected with such examinations twice a year, together with the tests of efficiency on the part of teachers, and of progress on the part of pupils, cannot fail to produce beneficial effects on parents, pupils and teachers, as well as on the interests of general and thorough Common School education.

9. *School Recitations.*—The number of schools in which public recitations of prose or poetry by the pupils were practised, are 2,332—increase, 388. This exercise should be practised in every school, as it tends to promote habits of accurate learning by heart, improvement in reading and spelling, and is an agreeable and often amusing diversion for all parties concerned. The little episodes of such exercises in the ordinary routine of school duties have a happy influence upon the minds of pupils; and the more agreeable and attractive school labours, as well as school accommodations, can be made, the more successful and rapid will school progress become.

10. *School Lectures.*—By Local Superintendents, 2,684—decrease, 115; by other persons, 312—decrease, 56. Total, 2,996—decrease, 171. The lectures delivered by others than Local Superintendents are, of course, voluntary; but the law requires that every Local Superintendent should deliver, during the year, at least one lecture on education in each School Section under his charge. The number of schools reported was 4,480; the number of lectures delivered by Local Superintendents, as reported by themselves, was 2,684—1,796 less than the number of *schools* reported, and 1,871 less than the number of *School Sections* reported. The Statistical Table shows in which counties this neglect of duty occurs. The state of the weather and other circumstances may, in some instances, prevent the discharge of this duty, but cannot account for its failure in more than fifteen hundred School Sections. It is to be hoped that neglect of duty in this respect may not be an index of its neglect in other respects. The practice of giving lectures on various subjects is every year becoming more general and popular. It would be singular, indeed, if one lecture once a year in each School Section, on some branch of educational progress, could not be made instructive and popular.

10. *Time of Keeping the Schools Open.*—The average time of keeping the schools open, including holidays and vacations, was *eleven months* and five days—increase two days; almost twice the average time of keeping open the Common Schools in the States of Pennsylvania and Ohio, and about three months more than the average time of keeping them open in the States of New York and Massachusetts. The legal holidays and vacations include about one month of the year—a much less time than is allowed for school holidays and vacations by our American neighbours, and less than what nearly every person in most pursuits of life takes for purposes of recreation, travelling, and visiting. A larger vacation during hay and wheat harvest is generally desired, as expressed by County School Conventions, in accordance with the recommendation of a Select Committee of the Legislative Assembly; and such an arrangement will, I am persuaded, be a great convenience to the country, and no detriment to the schools, as the attendance at school during that period is extremely small and irregular, and, therefore, injurious in its influence upon both teacher and the school, apart from other considerations of health and labour.

11. *School Prizes and Merit Cards.*—The number of schools in which prizes are reported as having been given to reward and encourage meritorious pupils, is 1,521—decrease, 126; a fact mainly attributable to the want of intelligence and fairness in the principles and manner of distributing these prizes in many instances. In some cases it may be ascribed to the same causes which have led to a decrease in the public examinations of schools—on which I have remarked in another place—the want of competence and industry in teachers—the not carefully attending to and recording the individual conduct and progress of the pupils, and, therefore, the absence of the data essential to an impartial and intelligent distribution of prizes to pupils. In other cases, there has been a desire to give something to every pupil, without reference to either conduct or progress, in order that none might complain, thus defeating the very object, and rejecting the principle for and on which the system of prizes is established, and on which the Divine Government itself is based—*rewarding every one according to his works.*

What I have said elsewhere, I may repeat here, that it requires intelligence and care, as well as impartiality on the part of the teachers, sustained by the trustees, to give full and beneficial effect to this system of encouraging diligence and good conduct among pupils, and multiplying entertaining and instructive books among the most promising youth of the land. Some teachers, wanting in one or both of these qualities, are not favourable to the distinctions which rewards involve between the pupils, but wish to preserve the dead uniformity of indifference between the diligent and the idle, the regular and the irregular, the obedient and the disorderly. The common reason assigned is, that

the distribution of prizes excites feelings of dissatisfaction, envy and hatred, in the minds of the pupils who get no prizes. The answer is, that if the distribution of prizes is decided fairly according to merit, there can be no just ground of dissatisfaction; and facilities are provided to determine the merit of *punctuality*, of *good conduct*, of *diligence*, of *proficiency*, on the part of each pupil during each term of the year—a fourfold motive to exertion and emulation in every thing that constitutes a good pupil and a good school. But the indifferent and flagging teacher does not wish such a pressure to be brought to bear upon his every day teaching and attention to everything essential to an efficient school; nor does he desire the *test* of a periodical examination of his pupils by an examining committee to be applied to his teaching and management of the school. The objection that the distribution of prizes to deserving pupils excites the envy and hatred of the undeserving, is a convenient pretext to protect and permit incompetence and indifference on the part of the teacher.

But the existence of such alleged dissatisfaction is no reason for refusing rewards to punctuality, to good conduct, to diligence, to proficiency on the part of pupils. There is often great dissatisfaction on the part of unsuccessful candidates and their friends in the results of Municipal and Parliamentary elections, and the distribution of prizes by Agricultural and Horticultural Associations; but this is no argument against the value of free and elective institutions; nor does it prevent the people generally from honouring with their suffrages those on whose merits they place most value, even though they may sometimes err in their judgment. Nor do the managers of Agricultural and Horticultural Societies withhold prizes from the most successful cultivators of grains and vegetables, and fruits and flowers, because of dissatisfaction among the envious of the less diligent and less skilful farmers and gardeners.

It is the very order of Providence, and a maxim of Revelation, that the hand of the diligent maketh rich, while idleness tendeth to poverty; that to him that hath (that is, improves what he hath), shall be given, and the neglecter shall be sent empty away. Providence does not reverse its order of administration, because some persons are discontented and envious at the success of the faithful diligence and skill of others. Nor does Providence appeal alone to the transcendental motives of duty, gratitude, immortality, but presents also the motives of the life that now is, as well as of that which is to come.

I prefer the order of Providence, and the principles on which our civil institutions and all our associations for public and social improvements are conducted, to the dead-level notions of stationary teachers, and the envious murmurings of negligent pupils and their misguided friends.

An explanation of this feature of our school system will be its best justification, and evince its great importance. I therefore present it again as follows:—

A comprehensive catalogue of carefully-selected and beautiful prize books has been prepared and furnished by the Department to Trustees and Municipalities applying for them; and, besides furnishing the books at cost price, the Department adds one hundred per cent. to whatever amounts may be provided by Trustees and Municipal Councils to procure these prize books for the encouragement of children in their schools. A series of merit cards, with appropriate illustrations and mottoes, has been prepared by the Department, and is supplied to Trustees and Teachers at a very small charge—half the cost—and these merit cards are to be awarded daily, or more generally weekly, to pupils meriting them. One class of cards is for *punctuality*; another for *good conduct*; a third for *diligence*; a fourth for *perfect recitations*. There are generally three or four prizes under each of these heads; and the pupil or pupils who get the largest number of merit cards under each head, will, at the end of the quarter or half year, be entitled to the prize books awarded. Thus an influence is exerted upon every part of a pupil's conduct, and during every day of his school career. If he cannot learn as fast as another pupil, he can be as *punctual*, as *diligent*, and maintain as *good conduct*; and to acquire distinction, and an entertaining and beautiful book, for *punctuality*, *diligence*, *good conduct*, or *perfect recitations* or exercises, must be a just ground of satisfaction, not only to the pupil, but also to his or her parents and friends. There are two peculiarities of this system of merit cards worthy of special notice. The one is, that it does not rest upon the comparative success of single examinations at the end of the term, or half year or year, but on the daily con-

duct and diligence of each pupil during the whole period, and that irrespective of what may be done or not done by any other pupil. The ill-feeling by rivalry at a single examination is avoided, and each pupil is judged and rewarded according to his merits, as exhibited in his every day-school life. The second peculiarity is, that the standard of merit is founded on the *Holy Scriptures*, as the mottoes on each card are all taken from the sacred volume, and the illustrations on each card consist of a portrait of a character illustrative of the principle of the motto, and as worthy of imitation. The prize book system, and especially in connection with that of *merit cards*, has a most salutary influence upon the school discipline, upon both teachers and pupils, besides diffusing a large amount of entertaining and useful reading.

V. TABLE E.—PRAYERS, READING OF THE SCRIPTURES IN SCHOOLS, TEXT BOOKS, MAPS, APPARATUS.

1. *Prayers and Reading of the Scriptures*.—Of the 4480 Common Schools reported, the daily exercises were opened and closed with prayer in 3035—increase, 39. No child can be compelled to be present at any religious instruction, reading or exercise, against the wish of his parents or guardians expressed in writing. The religious instruction, reading and exercise, are, like religion itself, a voluntary matter with trustees, teachers, and parents or guardians. The Council of Public Instruction provides facilities, even forms of prayer, and makes recommendations on the subject, but does not assume the authority of *enforcing* or *compelling* compliance with these provisions or recommendations. In some of the schools, the reading and prayers are according to the Roman Catholic Church; but those exercises are generally Protestant. The fact that religious exercises of some kind are voluntarily practised in 3061, out of 4480 schools, indicates the prevalent religious feelings and principles of the country; although the absence of such religious exercises in a school does not indicate the absence of religious principles or feelings in the neighbourhood of such school. There are many religious persons who think the day school, like the farm fields, is the place of secular work, the religious exercises of the workers being performed in the one case as in the other in the home habitation, and not in the field of labour. But as Christian principles and morals are the foundation of all that is most noble in man, as well as most free and prosperous in a country, it is gratifying to see the Public Schools awedly impregnated with them to so great an extent.

2. *Text Books*.—In my last report, I explained the measures which had been adopted, and the course pursued step by step, to secure, in accordance with both public feeling and public interests, a uniform series of text books for the schools, and the almost complete success which had been the result. I also stated the steps which had been taken to prepare and introduce a new series of Canadian National School Readers, the use of which was made only *recommendatory* until the beginning of the current year. But the new series of Readers were so popular, and considered so great an improvement upon the old series, that the trustees and teachers, as if by common consent, abandoned forthwith the old, and adopted the new series before the close of the year; the old Irish National Readers having been discontinued in 3942 schools, and the new series of Canadian National Readers introduced into no less than 4054 schools—an authorized but voluntary change in text books in a single year to an extent unprecedented in any country, and which is the strongest popular endorsement possible of the new series of Canadian National Readers, and of the measures adopted to bring them into general use.

I am happy to be able to say that arrangements have been completed, by which a threefold object will be attained in respect to text books in all branches of instruction in the public schools. *First*, one uniform series of text books, thus ending and avoiding the evils connected with the use of an endless diversity of text books; *secondly*, due remuneration of the authors of such text books; *thirdly*, securing accuracy and uniformity in the printing of such books, a proper standard of excellence in their paper and binding, and at the same time preventing monopoly, and encouraging competitive skill and enterprise in their publication.

This will appear from the regulations on this subject, matured during the past two years, and finally adopted by the Council of Public Instruction in April of the current year, and which are as follows:—

1. In regard to those publishers and printers who have transferred, or may hereafter transfer to the Chief Superintendent of Education, and to the control of the Council, the copyright of School Text Books which have been, or may be approved and authorized by the Council, it is deemed right, and best for the encouragement of authors, and the maintenance of a proper standard in the mechanical execution of the books, that the Chief Superintendent of Education should not sanction or countenance, for at least twelve months after the authorization of such text books, the reprinting of them by any other than the party who has incurred the expense and responsibility of preparing and printing the first edition of such authorized school text books.

2. It is regarded by the Council as a duty in their acceptance of, and subsequent action respecting the copyright of any book authorized by them to be used in the Public Schools, to secure the interests of the public by the issue of a good and suitable edition at a reasonable price, and, at the same time, to provide, so far as they properly can, for the adequate remuneration of both author or editor and publisher.

3. The interests of the public are sufficiently secured by the existing arrangements, that no book or new edition shall be authorized by the Council without their previous examination and approval of matter, paper, typography, binding and price.

4. The interests of the publisher are also sufficiently provided for by the arrangement that he shall have exclusive rights for at least one year.

5. With a view to the adequate remuneration of the author or editor, and the encouragement of the preparation of literary or scientific works by Canadians, no extension of time shall be granted, nor any new or revised edition sanctioned or permitted without payment by the publisher for the privilege; the amount and mode of such payment to be determined by arbitrators, one to be selected by the Council of Public Instruction, one by the publisher, and an umpire, if required, to be selected by the two previously appointed. Such arbitrators shall also decide whether all or a portion, and if a portion, what portion, shall be paid to the author or editor, for the new or revised edition, even though the latter shall have been prepared by another editor specially employed for the work.

6. In the case of several publishers wishing to publish a new or revised edition, each shall pay the same amount.

7. The payment of the said arbitrators shall be divided equally between the author or editor, and the publisher or publishers.

8. In those cases in which works that are not portions of a series, are approved by the Council before publication, tenders shall be invited by public advertisement, from publishers within Canada, for the purchase of the exclusive right of publishing for at least one year, such tenders to state the retail price at which copies will be sold, and also whether the whole, or if only part, what part of each book will be executed within the Dominion.

9. New or revised editions shall not be published or advertised under the designation of new or revised editions until such date as may have been approved by the Council, and communicated to the publisher or publishers.

10. Each publisher of a new or revised edition shall give security, himself in \$2000, and two sureties in \$1000 each, guaranteeing that such edition, when completed, shall be, including each separate copy, in accordance with the official standard copy. The necessary bonds shall be prepared at the expense of the publishers, and executed before permission to print or advertise the new or revised editions.

11. Before the receipt of the final authorization from the Council, satisfactory provisions must have been completed relative to the payment of the author or editor.

12. All new or revised editions, after January 1st, 1870, shall be printed in Canada, on paper made in the Dominion, and shall also be bound therein.

I may add, as appears from the table, that the authorized text books only are used in nearly all the Public Schools, the exceptions being less than 100. Thus, what educationists of all countries have laid down as of the highest importance—uniformity of text books in the Public Schools of the same class—has been peaceably accomplished in Ontario; and these books, together with the maps, globes, and other school apparatus, already nearly all of domestic manufacture, and will be entirely so after the close of the current year. The list of authorized text books, so far as completed, is given in the appendix to this report.

3. *Maps, Globes and other Apparatus.*—The number of schools using maps is reported as 3,530—increase 55. The whole number of maps, 26,812—increase during the year, 882. The number of globes is 1,234—increase, 87. The number of blackboards, 4,253—increase, 28. Sets of apparatus, 359—increase, 34. Tablet lessons, 1,168—increase, 71. Magic Lanterns, 64—decrease, 11. The maps and globes and most of the other school apparatus are now of Canadian manufacture.

VI. TABLE F.—ROMAN CATHOLIC SEPARATE SCHOOLS.

1. The number of Roman Catholic Separate Schools was 162—increase during the year, 1.

2. *Receipts.*—The amount apportioned and paid by the Chief Superintendent from the Legislative Grant to Separate Schools, according to average attendance as compared with that of the Public Schools in the same Municipalities, was \$9,144—decrease, \$385. The amount apportioned and paid for the purchase of maps, prize books, and libraries, upon the usual condition of an equal sum being provided from local sources, was \$472—increase, 8. The amount of school rates from the supporters of Separate Schools was \$30,558—increase, \$3,776. The amount *subscribed* by supporters of Separate Schools and from other sources, was \$15,277—increase, \$3,424. Total amount received from all sources was \$55,452—increase, \$6,823.

3. *Expenditures.*—For the payment of teachers, \$38,845—increase, \$4,015. For maps, prize books, apparatus and libraries, \$1,157—increase, \$117. For other school purposes, \$15,448—increase, \$2,690.

4. *Pupils.*—The number of pupils reported as attending the Separate Schools was 20,594—increase, 1,670.

5. The average time of keeping open the Separate Schools, including legal vacations and holidays, was 11 months.

6. The whole number of teachers employed in the Separate Schools was 236—increase, 26. Of these 94 were male teachers—increase, 12, and 142 female teachers—increase, 14.

7. The same table shews the branches taught in the Separate Schools, and the number of pupils in each—exhibiting a gratifying increase in the higher subjects.

General Remarks.—1. It is proper for me to repeat the remark that the Public Schools of Ontario are non-denominational. Equal protection to every religious persuasion. No child is permitted to be compelled to receive religious instruction or attend any religious exercise or reading against the wishes of his parents or guardians expressed in writing. I have known no instance of proselytism, nor have I received during the year a single complaint of interference with religious rights so fully secured by law.

2. According to the returns of the religious denominations of teachers, as seen in Table C., there were 563 teachers of the Common Schools, Roman Catholics. Of these 236 taught in the Separate Schools; and 327 (91 more than in the Separate Schools) were teachers of the non-denominational Common Schools—an illustrative proof of the absence of exclusiveness in the local as well as executive administration of the school system, and for which, did the feeling exist, a plea might be made on the ground that formal provision is made for Separate Roman Catholic Schools—then, according to the General Census, of the 464,315 children between the ages of 5 and 16 years, at least 70,000 of them must be the children of Roman Catholic parents. Of these only 20,594 attended the Separate Schools; the rest are taught in the Public Common Schools, of the teachers of which no less than 327 are Roman Catholics; and yet not a complaint has been made of even an attempt at proselytism or of interference with religious rights guaranteed by law.

3. Notwithstanding these facts the Legislature has made provision for the establishment of Separate Schools for any Roman Catholics who may desire them. In 1863, the Legislature of United Canada passed a Separate School Act which was accepted by the authorities of the Roman Catholic Church as a final settlement of the question as far as it related to Upper Canada; and that Act was made by the Imperial Parliamentary Act of Confederation the basis of settling the relations of Protestants and Roman Catholics in Lower Canada, now the Province of Quebec. The Quebec Legislature has, in a liberal and patriotic spirit, passed an Act by which the Protestant minority are placed in all respects upon equal, and in some respects, upon better footing than are the Roman Catholic

minority in Ontario ; although it must be remembered that the schools of the minority in Quebec are not non-denominational as in Ontario, and the minority there have not equal protection and advantages in regard to both teachers and pupils in the schools of the minority as in Ontario. But I desire to express here my grateful and unqualified admiration of the enlightened and christian spirit in which the Legislature and Government of Quebec, under the premiership of the Hon. Mr. Chauveau, have dealt with the Protestant Separate Schools Question in that Province.

VII. TABLE G.—THE GRAMMAR SCHOOLS—RECEIPTS, EXPENDITURES, PUPILS, SCHOOLS.

Receipts.—The amount of balances from the preceding year (that is of moneys not paid on the 31st of December, 1868) was \$16,482—increase, \$1,101. The amount of Legislative Grant apportioned and paid was \$53,190—decrease, \$501. The amount apportioned and paid for *maps, prize books, etc.*, was \$862—decrease, \$8. The amount of *Municipal Grants* in support of Grammar Schools was \$34,182—decrease, \$4,926. The amount of *fees* of pupils was \$16,684—increase, \$1,078. Balances of the preceding year and other sources, \$13,787—decrease, \$2,134. Total receipts for 1868, \$129,189—decrease, \$5,389. There appears a decrease under every head of receipts, except of that of tuition fees.

Expenditures.—For salaries of masters and teachers, \$95,848—increase, \$1,023. For building, rent, and repairs of school houses, \$10,267—decrease, \$3,923. For maps, prizes, and libraries, \$2,184—increase, \$46. For fuel, books, and contingencies, \$9,346—increase, \$1,314. Total expenditure for 1868, \$117,646—decrease, \$6,533. Balances of moneys not paid at the end of the year, \$11,542—increase, \$1,144.

Number of pupils attending the Schools, 5,649—decrease, 47.

The number of Schools, 101.

VIII. TABLE H.—NUMBER OF PUPILS IN THE VARIOUS BRANCHES OF INSTRUCTION, AND MISCELLANEOUS INFORMATION.

This Table shows both the subjects taught and the number of pupils in such subjects in each of the Grammar Schools, the names, collegiate degree or certificate of the head masters, and number of teachers employed in each school.

Total number of pupils in English, 5,563—decrease, 76 ; English Grammar, 5,437—decrease, 30 ; in Spelling and Dictation, 4,891—decrease, 5 ; in Reading, 4,912—decrease, 80 ; in Composition, 4,125—increase, 34. Total in Latin, 4,881—decrease, 290 ; in Harkness or Arnold, 3,815—decrease, 221 ; in Latin Grammar, 3,604—decrease 62 ; in Latin Exercises and Prose Composition, 2,302—decrease, 251 ; in Prosody, 469—decrease, 11 ; in Caesar, 705—decrease, 43 ; in Virgil, 601—increase, 104 ; in Livy, 176—increase, 47 ; in Ovid, 115—increase, 24 ; in Cicero, 265—increase, 60 ; in Horace, 216—increase, 4 ; in Verse Composition, 101—decrease, 20 ; average attendance of boys in Latin, 2,116.5—increase, 237.5. Total in Greek, 871—increase, 69 ; in Harkness, 580—increase, 131 ; in Greek Grammar, 723—increase, 144 ; in written exercises, 499—increase, 65 ; in Lucian, 219—increase 65 ; in the Anabasis, 240—increase 30 ; in the Iliad, 190—increase, 73 ; in the Odyssey, 64—increase, 13. Total in French, 2,007—decrease, 157 ; in French Grammar, 1,909—decrease, 5 ; in Written Exercises and Composition, 1,626—decrease, 122 ; in French Dictation and Conversation, 410—decrease, 229 ; in Voltaire's Charles XII., 613—increase 50 ; in Corneille's Horace, 200—increase 70. Total in Arithmetic, 5,452—decrease, 74. Total in Algebra, 2,835—decrease, 6. Total in Euclid, 1,993—increase, 146 ; in Arithmetic, higher rules, 4,599—increase, 160 ; in Algebra, higher rules, 1,780—increase, 224 ; in Euclid, Books III and IV, 790—increase 87 ; in Trigonometry or Logarithms, 665—increase, 180 ; in Mensuration and Surveying, 533—increase, 70 ; in Ancient Geography, 1,261—decrease, 364 ; in Modern Geography, 4,764—decrease, 166. Total in History, 4,456—decrease, 178 ; in Ancient History, 1,143—decrease, 202 ; in Physical Science, 1,533—decrease, 343 ; in Christian Morals, 1,161—increase, 127 ; in Civil Government, 190—increase 53 ; in Writing, 4,694—decrease, 128 ; in Book-keeping and Commercial Transactions, 1,542—increase, 257 ; in Drawing, 647—decrease, 29 ; in Vocal Music, 241—decrease, 146 ; in Gymnastics, 512—decrease, 193 ; in Military Drill, 731—

decrease 162 ; Schools in which the Bible is used, 63—increase, 2 ; Schools in which there are daily prayers, 87—increase, 3 ; Schools under *united Boards* of Grammar and Common School Trustses, 67 ; number of *Maps* in Schools, 1,654—decrease, 27 ; number of *Globes* in Schools, 144—increase, 2 ; number of pupils *matriculated into* some University, 84—increase 28 ; number of Masters and Teachers employed in the 101 Schools, 161—increase, 2.

IX. TABLE I.—METEOROLOGICAL OBSERVATIONS.

The reports of these observations—provided for by Section 26 of the Consolidated Grammar School Act, and Section 11 of the Grammar School Improvement Act—were given very fully in my Report for 1867. The official records are as complete for 1868, with the exception of some temporary suspension at two or three stations, occasioned by a change of observers, and accidents to the instruments, which, with one exception, have since been remedied. The records are not, however, as fully published for 1868, in consequence of the expense which the printing of them occasions. A table of certain annual results, however, is subjoined, and in Table I. the monthly abstracts are given. The remarks by observers, though valuable and, indeed, necessary as parts of their reports, cannot be reproduced here. They are, however, filed in the office for inspection, and, if required, for future publication. The observers, whose names are appended to Table I, continue to discharge their duties with accuracy and diligence, the result being the collection of a most valuable series of *data* for the scientific inquirer, while the practical importance of such statistics is generally admitted. The Table I. and the corresponding tables for 1866 and 1867, give the best available illustration of the climate of the Province.

TABLE of certain Results of Meteorological Observations

	BARRIE.	BELLEVILLE.	CORNWALL.	GODERICH.		
BAROMETER, Corrected to 32°, and approximately reduced to sea level.*						
Annual Mean Pressure {	No observations at this station for October, 1868.	29.9338	Observations defective during October, November and December.	29.9753		
at 7 A.M.		29.9108		29.9625		
at 1 P.M.		29.9170		29.9595		
at 9 P.M.		29.9205		29.9658		
Mean		30.628		30.577		
Highest pressure.		7 a.m. Feb. 24.		9 p.m. Feb. 22.		
Date of highest pressure.		30.0446		30.0614		
Highest monthly mean pressure.		October.		February.		
Month of highest mean pressure.		29.8025		29.8609		
Lowest monthly mean pressure.		May.		May.		
Month of lowest mean pressure.		29.145		28.801		
Lowest pressure.		9 p.m. Dec. 7.		9 p.m. Feb. 28.		
Date of lowest pressure.		1.483		1.776		
Annual range		1.249		1.776		
Greatest monthly range.		February.		February.		
Month of greatest range.		1.206		1.125		
Greatest daily range (24 hours)		December 17-18.		February 28-30.		
Date of greatest range.						
TEMPERATURE.						
Annual means {	No observations at this station for October, 1868.	°	Observations defective during October, November and December.	°		
at 7 A.M.		39.16		41.91		
at 1 P.M.		48.26		46.13		
at 9 P.M.		42.29		42.74		
Mean		43.24		43.59		
Mean maximum.		51.80		51.14		
Mean minimum		33.37		35.54		
Mean range		18.43		15.60		
Greatest daily range.		40.50		37.6		
Day of greatest range.		January 20.		February 21.		
Least daily range.		3.0		3.8		
Day of least range.		October 22.		Nov. 6 & Dec. 25.		
Highest temperature.		97.2		89.6		
Day of highest temperature.		July 14.		July 13.		
Lowest temperature.		-25° 1		-10.8		
Day of lowest temperature.		March 3.		February 22.		
Warmest month.		July.		July.		
Mean temperature of warmest month		76° 14		74.52		
Coldest month.		February.		February.		
Mean temperature of coldest month.		14° 25		16.89		
Warmest day.		July 14.		July 14.		
Mean temperature of warmest day.		85° 43		82.80		
Coldest day.		February 7.		February 22.		
Mean temperature of coldest day.		-5° 40		-4.80		
TENSION OF VAPOUR.						
Annual means {	No observations at this station for October, 1868.	.269	Observations defective during October, November and December.	.275		
at 7 A.M. ....		.313		.299
at 1 P.M. ....		.292		.277
at 9 P.M. ....		.291		.283
Mean .....		.672		.676
Highest monthly mean tension.		July.		July.		
Month of highest mean tension. ....		.088		.088
Lowest monthly mean tension.		February.		February.		
Month of lowest mean tension.						
HUMIDITY.						
Annual means {		86		83		
at 7 A.M.		76		77		
at 1 P.M.		85		82		
at 9 P.M.		82		80		
Mean		92		83		
Highest monthly mean humidity.		December.		January.		
Month of highest mean humidity.		73		76		
Lowest monthly mean humidity.		July.		April, May, August, October.		
Month of lowest mean humidity.						

* In Table I, the barometric results are not reduced to sea level, but

at Ten Grammar School Stations, for the year 1868.

HAMILTON.	PEMBROKE.	PETERBOROUGH.	SIMCOE.	STRATFORD.	WINDSOR.
29.967 29.962 29.959 29.963 31.163 1 p.m. January 31. 30.0854 October. 29.8243 May. 29.198 9 p.m. December 7. 1.965 1.860 January. .877 April 8-9.	Barometer out of order June and July.	29.9385 29.9084 29.9209 29.9226 30.556 7 a.m. Feb. 24. 30.0382 October. 29.8159 May. 29.121 1 p.m. Dec. 8. 1.428 1.307 December. .852 April 8-9.	29.8222 29.7126 29.8119 29.7822 30.381 7 a.m. Feb. 3. 29.9078 February. 29.7162 May. 29.191 7 a.m. Dec. 8. 1.190 1.076 March. .773 April 8-9.	20.9209 29.8993 29.9074 29.9092 30.454 March 11. 30.0132 October. 29.7992 May. 29.293 9 p.m. April 15. 1.236 1.157 March. .799 April 8-9.	30.0268 30.0046 30.0139 30.0151 30.626 7 a.m. Feb. 3. 30.1263 February. 29.8787 May. 29.265 9 p.m. April 15. 1.361 1.143 January. .772 March 17-18.
°	°	°	°	°	°
41.34 50.90 42.72 44.98 55.88 31.23 24.63 49.5 June 18. 5.5 May 2. 106.3 July 14. —18.5 February 3. July. 77.99 February. 18.34 July 14. 86.6 February 3. —2.7	35.20 45.27 40.13 40.20 50.79 25.37 25.42 64. February 8. 8.5 Nov. 25 and 28. 97.9 July 14. 40.0 Feb. 8 and 11. July. 75.15 February. 6.35 July 14. 87. February 7. —17.10	37.62 48.79 40.14 42.18 52.29 29.17 23.12 45°. February 8. 4.0 November 10. 99.1 July 13 and 14. —24.8 February 24. July. 77.54 February. 12.21 July 14. 86.53 February 10. —8.86	38.99 48.72 41.70 43.14 53.96 defective. 98.5 July 14. —19.6 February 11. July. 75.87 February. 16.39 July 14. 83.60 March 3. —6.40	38.76 47.15 41.04 42.32 50.48 32.71 17.77 37°.8 February 14. 3°.8 December 22. 93.5 July 14. —20°.0 March 3. July. 74.99 February. 14.78 July 14. 83°.0 March 3. —6°.37	41.81 52.19 43.33 45.78 54.83 35.75 19.03 45.8 February. 32.3 December. 97.7 July 14. —21°.0 February 3. July. 77.98 January. 18.50 July 14. 84°.63 February 3. 1°.60
.167 .291 .277 .278 .655 July. .089 January.	.240 .264 .257 .254 .654 July. .069 January.	.245 .264 .252 .253 .601 July. .075 February.	.254 .291 .275 .273 .734 July. .084 February.	.267 .292 .279 .279 .689 July. .080 February.	.287 .299 .294 .233 .716 July. .086 January.
81 65 89 75 80 November. 66 July.	82 66 79 75 87 January. 63 April.	81 63 79 74 83 November. 65 July.	85 70 76 77 85 January. 73 April, July.	88 72 85 82 90 * Jan., Dec. 71 April.	84 63 83 77 91 December. 69 April.

the estimated elevation of the respective stations is there stated.

TABLE of certain Results of Meteorological Observations

	BARRIE.	BELLEVILLE.	CORNWALL.	GODERICH.
VELOCITY OF WIND.*				
Annual means { at 7 A.M.....		1.23		1.19
{ at 1 P.M.....		1.34		1.14
{ at 9 P.M.....		1.07		1.17
{ Mean.....		1.21		1.17
Highest monthly mean velocity.....		1.4		2.82
Month of highest mean velocity.....		August.		December.
Lowest monthly mean velocity.....		1.0		0.9
Month of lowest mean velocity.....		November.		July.
AMOUNT OF CLOUDINESS.†				
Annual means { at 7 A.M.....		5.39		6.23
{ at 1 P.M.....		5.64		5.92
{ at 9 P.M.....		5.71		5.14
{ Mean.....		5.58		5.76
Highest monthly mean cloudiness.....		7.18		9.1
Month of highest mean cloudiness.....		January.		December.
Lowest monthly mean cloudiness.....		4.39		3.3
Month of lowest mean cloudiness.....		August.		July.
RAIN AND SNOW.				
Number of rainy days.....		75.		75.
Duration in hours and minutes.....		378.30		467.35
Depth in inches.....		22.644		23.1058
Number of snowy days.....		42.		68.
Duration in hours and minutes.....		220.30		458.5
Depth in inches.....		124.9		99.5
Total depth of rain and melted snow.....		35.124		33.6558
Month of greatest precipitation.....		November.		December.
Depth.....		4.820		5.7278
Month of least precipitation.....		July.		July.
Depth.....		3.26		0.6509
AURORAS.				
Number of nights. { Class I.....		0		
{ Class II.....		1		
{ Class III.....		0		2
{ Class IV.....		7		11
{ Sky unfavourable, observation doubtful.....				
{ Sky unfavourable, observation impossible.....		187		161
{ Sky favourable, none seen.....		119		140

at Ten Grammar School Stations, for the year 1868.—*Continued.*

HAMILTON.	PEMBROKE.	PETERBOROUGH.	SIMCOE.	STRATFORD.	WINDSOR.
1.3	1.6	1.15	.....	2.1	1.54
1.2	1.8	1.86	.....	2.9	2.17
0.9	1.4	1.65	.....	1.8	1.81
1.13	1.6	1.35	1.03	2.27	1.84
1.5	2.5	1.86	1.24	3.0	3.03
January, February.	April.	February.	October.	May.	
0.9	0.73	0.8	0.61	1.53	March.
May, November.	January.	July.	July.	July.	1.13
					July.
6.2	6.8	5.90	6.25	7.0	6.32
6.9	6.7	6.57	6.81	7.0	6.49
5.1	5.8	5.32	4.82	5.5	5.41
6.02	6.4	5.93	5.96	6.5	6.07
7.8	7.2	7.94	8.13	8.8	7.6
December.	December.	December.	January.	January.	November.
4.3	5.2	2.99	2.80	4.6	3.4
August.	August.	July.	July.	June.	August.
89.	98.	82.	107	86	90
174.15	176.	533.13	.....	538.10	356.40
25.4549	10.5495	20.623	.....	28.4798	25.945
47.	89.	57.	68	66	31
256.	274.	535.17	.....	480.30	122
65.773	63.74	95.24	.....	115.9	58.36
32.0322	16.5060	30.147	.....	40.0698	31.781
February.	August.	August.	November.	June.	March.
4.5750	2.3483	4.910	.....	5.8559	5.184
July.	March.	April.	July.	July.	February.
0.6166	0.8551	1.479	.....	.0509	1.350
1	1	.....	.....	1	1
.....	15	.....	.....	9	3
.....	14	3	3	10	7
13	34	26	16		
.....	19	33	.....	1	7
160	177	148	145	170	149
143	61	106	148	175	143

X. TABLE K.—NORMAL AND MODEL SCHOOLS.

The Normal and Model Schools were not designed to educate young persons, but to *train teachers*, both theoretically and practically, for conducting schools throughout the Province, in cities and towns as well as townships. They are not constituted, as are most of the Normal Schools in both Europe and America, to impart the preliminary education requisite for teaching. That preparatory education is supposed to have been attained in the ordinary public or private schools. The entrance examination to the Normal School requires this. The object of the Normal and Model Schools is, therefore, to do for the teacher what an apprenticeship does for the mechanic, the artist, the physician, the lawyer—to teach him theoretically and practically, how to do the work of his profession. No inducements are held out to any one to apply for admission to the Normal School, except that of qualifying himself or herself for the profession of teaching; nor are any admitted except those, who in writing declare their intention to pursue the profession of teaching, and that their object in coming to the Normal School is to better qualify themselves for their profession—a declaration similar to that which is required for admission to Normal Schools in other countries. Nor is any candidate admitted without passing an entrance examination in writing, equal to what is required for an ordinary second-class certificate by a County Board. The majority of candidates are those who have been teachers and who possess County Board Certificates of qualification—many of them first-class certificates. The table shows that of 5,397 candidates admitted to the Normal School in twenty years, 2,712 of them had been teachers.

No argumentation is any longer required to justify the establishment and operations of Normal Schools. The experience and practice of all educating countries have established their necessity and importance. The wonder now is that while no one thinks of being a printer, or painter, or shoemaker, &c., without first learning the trade, persons have undertaken the most difficult and important of all trades or professions—that which develops mind and forms character—without any preparation for it. The demand for teachers trained in the Normal and Model Schools, and their success, is the best proof of the high appreciation of the value of their services by the country. Of course no amount of culture can supply the want of natural good sense and abilities; but training and culture double the power of natural endowments, and often give to them all their efficiency.

The Model Schools (one for boys and the other for girls, each limited to 150 pupils, each pupil paying one dollar a month, while the Common Schools of the city are free) are appendages to the Normal School, and are each under the immediate charge of three teachers who have been trained in the Normal School, and overseen and inspected by the Masters of the Normal School. The teachers-in-training in the Normal School, divided into classes, spend some time each week in the Model Schools, where they first observe how a *Model School* for teaching Common School subjects is organized and managed; how the pupils are classified, and how the several subjects are taught; and they at length teach themselves, as assistants, under the observation and instruction of the regularly trained teachers of the school, who also make notes and report from day to day the attention, aptitude, power of explaining, governing, commanding attention, &c. The Head Master of the Normal School includes in his instructions a series of lectures on school government, teaching, &c.; and the Deputy Superintendent of Education delivers a short course of lectures to the Normal School Students on the School Law, and their duties and modes of proceeding respecting it.

Table K. contains three abstracts, the first of which gives the gross number of applications, attendance of pupils, certificates, and other particulars respecting them, during the twenty years existence of the Normal School, the second abstract gives the Counties whence the students have come; and the third gives the religious persuasion of the students.

XI. TABLE L.—OTHER EDUCATIONAL INSTITUTIONS.

As the Common and Grammar Schools are only a part of our educational agencies, the private schools, academies, and colleges must be considered in order to form a correct idea of the state and progress of education in Ontario. Table L. contains an abstract of the

information collected respecting these institutions. As the information is obtained and given voluntarily, it can only be regarded as an approximation to accuracy, and, of course, very much below the real facts. According to the information obtained, there are sixteen Colleges (several of them University Colleges), with 1,930 students; 282 Academies and Private Schools, with 6,655 pupils. Total Colleges, Academies, and Private Schools, 298—decrease, 30. Total students and pupils, 8,585—decrease, 88.

XII. TABLE M.—FREE PUBLIC LIBRARIES.

1. These Libraries are managed by Local Municipal Councils and School Trustees (chiefly by the latter), under regulations prepared according to law, by the Council of Public Instruction. The books are procured by the Education Department, from publishers both in Europe and America, at as low prices for cash as possible; and a carefully-prepared classified catalogue of about 4,000 works (which, after examination, have been approved by the Council of Public Instruction) is printed, and sent to the trustees of each School Section, and the Council of each Municipality. From this select and comprehensive catalogue, the local municipal and school authorities desirous of establishing and increasing a library, select such works as they think proper, or request the Department to do so for them, and receive from the Department not only the books at cost prices, but an apportionment in books of 100 per cent. upon the amount which they provide for the purchase of such books. None of these books are disposed of to any private parties, except Teachers and Local Superintendents, for their professional use; and the rule is not to keep a large supply of any one work on hand, so as to prevent the accumulation of stock, and to add to the catalogue yearly new and useful works which are constantly issuing from the European and American Press. There is also kept in the Department a record of every public library, and of the books which have been furnished for it, so that additions can be made to such libraries without liability to send second copies of the same books.

2. This Table contains *three* statements; *First*, of the Municipalities which have been supplied with libraries or additions during the year; *Second*, the Counties to which libraries have been supplied during the past and former years, and the value and number of volumes and other public libraries; *Third*, the number of volumes, and subjects of them, which have been furnished as libraries and prize books to the several counties each year from the commencement of the system.

3. (*Statement No. 1.*) *The number of Libraries that have been established, or received additions during the year*, is 61. The amount expended for that purpose is \$4,420, of which the one-half has been provided from local sources—*increase*, \$1,015. The number of volumes supplied is 6,573—*increase*, 1,147.

4. (*Statement No. 2.*) *The value of Public Libraries furnished to the end of 1868* (of which the one-half has been provided from local sources) is \$127,474; the number of libraries established, not including divisions, 1070; the number of volumes furnished, 227,610. The Table gives the reported number of volumes taken out of the libraries in each county, and the number of applications for books during the year.

5. *Sunday School Libraries* reported, 2,202—*increase*, 63; number of volumes in these libraries, 326,937—*increase*, 2,115. *Other Public Libraries*, 384—no increase reported; number of volumes in these libraries, 173,680—*increase*, 150. Total number of Public Libraries in Ontario, 3,656—*increase*, 98. Total number of volumes, 728,227—*increase*, 8,838.

5. (*Statement No. 3.*) This important Statement contains the number and classification of public libraries and prize books sent out from the Depository of the Department from 1853 to 1868 inclusive. The total number of volumes for *Public Libraries* sent out is 231,220. *History*, 40,180; *Zoology and Physiology*, 14,845; *Botany*, 2,732; *Phenomena*, 5,944; *Physical Science*, 4,617; *Geology*, 2,005; *Natural Philosophy, and Manufactures*, 12,798; *Chemistry*, 1,508; *Agricultural Chemistry*, 775; *Practical Agriculture*, 9,271; *Literature*, 22,406; *Voyages*, 19,290; *Biography*, 26,485; *Tales and Sketches, Practical Life*, 65,374; *Fiction*, 150; *Teachers' Library*, 2,840. *Prize Books*, 388,137. Grand total of library and prize-books (including 9,268 volumes furnished to Mechanics' Institutes), 628,009.

XIII. TABLE N.—SUMMARY OF THE MAPS, APPARATUS, AND PRIZE BOOKS SUPPLIED TO THE COUNTIES, CITIES, TOWNS, AND VILLAGES DURING THE YEAR.

1. The amount expended in supplying maps, apparatus, and prize-books for the schools—the one-half provided from local sources—was \$25,923—decrease, \$2,346. For details, the table is referred to; but the number of Maps of the World, Europe, Asia, Africa, America, British North America and Canada, Great Britain and Ireland, Single Hemispheres, Classical and Scriptural Maps, other Charts and Maps, was 1,625. *Globes*, 101; *Sets of Apparatus*, 54: other articles of school apparatus, 296; Historical and other lessons in sheets, 4,694; volumes of prize-books, 54,715.

2. It may be proper to add that the maps, apparatus, and prize-book branch of the school system was not established until 1855. From that time to the end of 1868, the amount expended for maps, apparatus, and prize-books (not including public libraries) was \$239,768—the one-half of which has been provided from local sources, from which all applications for the articles provided have been made. The number of Maps of the *World* furnished is 2,190; of *Europe*, 3,393; of *Asia*, 2,745; of *Africa*, 2,553; of *America*, 2,888; of *British North America and Canada*, 3,161; of *Great Britain and Ireland*, 3,357; of *Single Hemispheres*, 2,252; *Classical and Scriptural Maps*, 2,384; *other Maps and Charts*, 4,958; *Globes*, 1,755; *Sets of Apparatus*, 310; *other articles of School Apparatus*, 13,275; Historical and other Lessons in sheets, 143,092; volumes of Prize Books, 388,137.

I may also repeat the following explanation of this branch of the Department:—

“The maps, globes, and various articles of school apparatus sent out by the Department, apportioning one hundred per cent. upon whatever sum or sums are provided from local sources, are nearly all manufactured in Canada, and are better executed, and at lower prices, than imported articles of the same kind. The globes and maps manufactured (even in the material) in Canada, contain the latest discoveries of voyagers and travellers, and are executed in the best manner, as are tellurians, mechanical powers, numeral frames, geometrical forms, &c. All this has been done by employing competitive private skill and enterprise. The Department has furnished the manufacturers with the copies and models, purchasing certain quantities of the articles when manufactured, at stipulated prices, then permitting and encouraging them to manufacture and dispose of these articles themselves to any private parties desiring them, as the Department supplies them only to municipal and school authorities. In this way new domestic manufactures are introduced, and mechanical and artistic skill and enterprise are encouraged, and many aids to school and domestic instruction, heretofore unknown amongst us, or only attainable in particular cases with difficulty, and at great expense, are now easily and cheaply accessible to private families, as well as to municipal and school authorities all over the country. It is also worthy of remark, that this important branch of the Educational Department is self-supporting. All the expenses of it are reckoned in the cost of the articles and books procured, so that it does not cost either the public revenue or school fund a penny beyond what is apportioned to the Municipalities and School Sections providing a like sum or sums for the purchase of books, maps, globes, and various articles of school apparatus. I know of no other instance, in either the United States or in Europe, of a branch of a Public Department of this kind, conferring so great a benefit upon the public, and without adding to public expense.”

XIV. TABLE O.—SUPERANNUATED AND WORN-OUT TEACHERS OF COMMON SCHOOLS.

1. This table shows the age and service of each pensioner, and the amount which he receives. The system, according to which aid is given to worn-out Common School teachers, is as follows:—In 1853, the Legislature appropriated \$2,000, which it afterwards increased to \$4,000 per annum, in aid of superannuated or worn-out Common School teachers. The allowance cannot exceed \$6 annually for each year the recipient has taught school in Ontario. Each recipient must pay a subscription to the Fund of \$4 for the current year, and \$5 for each year since 1854, if he has not paid his \$4 any year; nor can any teacher share in the fund unless he pays annually at that rate, commencing at the time of his beginning to teach, or with 1854 (when the system was established) if he began to teach before that time. When a teacher omits his annual subscription, he must pay at

the rate of \$5 for that year, in order to be entitled to share in the fund when worn-out. When the fund is not sufficient (as it never has been since the first year of its administration) to pay each pensioner the full amount permitted by law, it is then divided among the claimants according to the number of years each one has taught. To secure equality, each claimant is paid in full the first year, less the amount of his subscriptions required by law to be paid.

2. It appears from the table that 246 teachers have been admitted to receive aid, of whom 103 have died, were not heard from, and resumed teaching, or withdrew from the fund before and during 1868 the amount of their subscriptions having been returned to them.

3. The average age of each pensioner in 1868 was 69 years; the average length of time of service in Ontario was $21\frac{1}{2}$ years. No time is allowed applicants except that which has been spent in teaching a Common School in Ontario; though their having taught school many years in England, Ireland, Scotland, or the British Provinces, has induced the Council, in some instances, to admit applicants to the list of worn-out Common School teachers after teaching only a few years in this Province—which would not have been done had the candidate taught, altogether, only a few years of his life.

4. My report in former years contained the names of the parties on whose testimony the application in regard to each case was granted, together with the county of each pensioner's residence. That part of the table has been omitted in my last three reports to save the expense of printing, though the record is preserved in the Department for reference, if occasion require.

XV. TABLE P.—EDUCATIONAL SUMMARY FOR 1868.

This table exhibits, in a single page, the number of Educational Institutions of every kind, as far as I have been able to obtain returns, the number of students and pupils attending them, and the amount expended in their support. The whole number of these institutions in 1868 was 4,882—*increase*, 27; the whole number of students and pupils attending them was 434,933—*increase*, 18,121; the total amount expended for all educational purposes was \$2,027,198—*increase*, \$107,175. The total amount *available* for educational purposes was \$2,239,639—*increase*, \$112,070.

XVI. TABLE Q.—GENERAL STATISTICAL ABSTRACT OF THE PROGRESS OF EDUCATION IN ONTARIO, FROM 1842 TO 1868 INCLUSIVE.

It is only by comparing the number and character of Educational Institutions at different periods, the number of pupils attending them, and the sums of money provided and expended for their support, that we can form a correct idea of the educational progress of a country. The statistics for such comparisons should be kept constantly before the public mind to prevent erroneous and injurious impressions, and to animate to efforts of further and higher advancement.

Congratulations have often been expressed at the great improvements which have been made in all our institutions of education, in regard both to the subjects and methods of teaching, as in the accommodations and facilities of instruction; also in the number of our Educational Institutions, in attendance upon them, and in the provision for their support. But it is only by analysing and comparing the statistics contained in Table Q. that a correct and full impression can be formed of what has been accomplished educationally in Ontario during the last twenty years. Take a few items as examples. From 1848 to 1868 the number of Common Schools has been increased from 2,800 to 4348; and the number of pupils attending them from 130,739 to 399,305. The amount provided for the support of Common Schools has been increased since 1848 from \$344,276 to \$1,146,543, besides the amount provided for the purchase, erection, repairs of school-houses, etc., of which there are no reports earlier than 1850, but which at that time amounted to only \$56,756, but which in 1868 amounted to \$441,891—making the aggregate for Common School purposes in 1868, \$1,588,434. Then the number of free schools since 1850 has increased from 252 to 3,968; to which are to be added the Normal and Model Schools, the system of uniform text-books, maps, globes, apparatus, (of domestic manufacture) prize books and public libraries.

XVII. THE EDUCATIONAL MUSEUM.

Nothing is more important than that an establishment designed especially to be the institution of the people at large—to provide for them teachers, apparatus, libraries, and every possible agency of instruction—should, in all its parts and appendages, be such as the people can contemplate with respect and satisfaction, and visit with pleasure and profit. While the schools have been established, and are so conducted as to leave nothing to be desired in regard to their character and efficiency, the accompanying agencies for the agreeable and substantial improvement of all classes of students and pupils, and for the useful entertainment of numerous visitors from various parts of the country, as well as many from abroad, have been rendered as attractive and complete as the limited means furnished would permit. Such are the objects of the Educational Museum.

The Educational Museum is founded after the example of what has been done by the Imperial Government as part of the system of popular education—regarding the indirect as scarcely secondary to the direct means of forming the taste and character of the people.

It consists of a collection of school apparatus for Common and Grammar Schools, of models of agricultural and other implements, of specimens of the natural history of the country, casts of antique and modern statues and busts, &c., selected from the principal museums in Europe, including the busts of some of the most celebrated characters in English and French History; also, copies of some of the works of the great masters of the Dutch, Flemish, Spanish, and especially of the Italian schools of painting. These objects of art are labelled for the information of those who are not familiar with the originals, but a descriptive historical catalogue of them is in course of preparation. In the evidence given before the Select Committee of the British House of Commons, it is justly stated that “the object of a National Gallery is to improve the public taste, and afford a more refined description of enjoyment to the mass of the people;” and the opinion is, at the same time, strongly expressed that as “people of taste going to Italy constantly bring home beautiful modern copies of beautiful originals,” it is desired, even in England, that those who have not the opportunity or means of travelling abroad, should be enabled to see, in the form of an accurate copy, some of the works of Raffaele and other great masters; an object no less desirable in Canada than in England. What has been thus far done in this branch of public instruction, is in part the result a small annual sum which, by the liberality of the Legislature, has been placed at the disposal of the Chief Superintendent of Education, out of the Ontario Educational grants, for the purpose of improving school architecture and appliances, and to promote art, science, and literature by the means of models, objects and publications, collected in a Museum connected with the Department.

The more extensive Educational Museum at South Kensington, London, established at great expense by the Committee of Her Majesty's Privy Council of Education, appears, from successive reports, to be exerting a very salutary influence, while the School of Art connected with it is imparting instruction to hundreds, in drawing, painting, modelling, &c.

A large portion of the contents of our museum has been procured with a view to the School of Art, which has not yet been established, though the preparations for it are completed. But the Museum has been found a valuable auxiliary to the schools; the number of visitors from all parts of the country, as well as from abroad, has greatly increased during the year, though considerable before; many have repeated their visits again and again; and, I believe, the influence of the Museum quite corresponds with what is said of that of the Educational Museum of London.

The means employed for improving the Museum during the last two years were detailed in my last Annual Report; and the additions made at a comparatively small expense, are of great variety and value.

XVIII. EXTRACTS FROM REPORTS OF LOCAL SUPERINTENDENTS OF COMMON SCHOOLS.

In most school reports, both in Great Britain and the neighbouring States, a large space is devoted to extracts from local reports, as illustrating the practical working of the system, the inner and practical life of the people in their social relations and development—the intelligent and noble struggles of some new settlements to educate their children,

and the shameful negligence of some old settlements in regard to the education of their children.

Character of these Reports.—In Appendix A to this Report, I have given extracts from the reports of Local Superintendents of townships, cities, towns, and incorporated villages. These extracts of reports, impartially given, are few in comparison with the five hundred municipalities of this Province. Very many of the local statistical reports are unaccompanied by any remarks—indicating probably the absence of anything very gratifying to remark upon. But the extracts given will, among other things above noticed, establish the following facts:—

1. *Apathy and selfishness a cause of Backwardness.*—That the inefficiency and stationary condition of the schools in many places does not arise from any complained of defects in the school law or system, but in most instances from the apathy and misguided selfishness of the parties concerned—in a few instances from the newness and poverty of the settlements.

2. *Spirit and Enterprise of Old and New Townships contrasted.*—That, on the contrary, the gratifying advancement of the schools in other places does not depend upon the age or wealth of the settlement, but upon the spirit of the people. Some of the oldest settlements of the Province in the River and Lake Townships of the County of Welland, and on the River St. Lawrence, are far behind the greater part of the newer townships.

3. *Eastern and Western parts of Ontario compared.*—That, as a general rule, the Eastern section of Ontario, East of Kingston—the County of Lanark excepted—are far less advanced, and far less progressive, than the Western part of the Province, except some old townships on the Rivers Niagara and Detroit, and on Lake Erie. This will be strikingly seen on reference to the library map published in my report for last year.

4. *Best Teachers the Cheapest.*—That as the best made shoes, and waggons, and fences, and farm-tools are the most serviceable and cheapest in the long run, so the best teachers, and school-houses and furniture, are by far the cheapest, as well as the most profitable for all parties, and all the interests of education and knowledge.

5. *Evils of the "Cheap" Teachers.*—That the most serious obstacles to the proper education of children in many parts of the country are bad school-house accommodation, and the employment of incompetent and miscalled cheap teachers; the only remedy for which is requiring proper school-house accommodation, doing away with the lowest class teachers, and prescribing a minimum teacher's salary which will secure the employment and continuance in the profession of competent teachers. This is what the country, as a whole, owes to itself, as well as to the helpless and injured youthful members of it.

6. *Faithfulness of County Boards.*—That immense advantages have resulted from the faithfulness with which the County Boards of Public Instruction have generally discharged their duties in the examination and licensing of teachers; but it is manifest that there is great need of simplifying their constitution and duties, and of the greater efficiency of the office of Local Superintendent, as well as to prevent the well qualified teachers whom they license from being deprived of, or driven from employment by the meanness and folly of trustees who employ incompetent teachers.

7. *Free Schools Universally Popular.*—That opinions and practice have become so general in favour of free schools, that it is time now to settle the question by Legislative enactment, as well as to provide for the application of the free school principle in regard to the universal instruction of children. No child should be deprived of what the whole community is taxed to provide for it.

8. *Competitive Examinations and Prizes.*—That competitive examinations of schools, and the distribution of prizes to reward and encourage *punctuality, good conduct, diligence, and perfect recitations* of pupils, form a powerful element for improving the schools, and animating teachers and pupils to exertion. In all the local reports, there is scarcely a dissenting voice as to the salutary influence of distributing prizes as an encouragement and reward to meritorious pupils in the schools. The two or three instances in which a doubt as to their beneficial influence has been expressed, has been where the prizes have been distributed in an exceptionable manner—by the teacher alone, or upon the single ground of cleverness or success at final examinations, and not embracing rewards also for *punctuality, good conduct, diligence*, (as suggested and provided for by the four classes of merit cards), as well as for perfect recitations. The testimony is unanimous and unqualified as

to the very beneficial influence upon teachers and pupils of competitive examinations among the pupils of the several schools of a township. The twofold objection heretofore urged in a few instances is now seldom repeated; namely, that the distribution of prizes is not an appeal to the high motives of *duty*, but to the lower motive of selfishness, as if the Bible does not from beginning to end urge the motive of reward as well as of duty upon human beings of all ranks and ages; and, secondly, that of discriminating between pupils and rewarding the meritorious excites jealousy and hatred in the minds of the undistinguished and unrewarded—an objection, according to the principle of which, punctual, well-conducted, diligent and successful men in life ought not to be rewarded by any respect or notice, or increase of wealth, over the negligent, lazy, and worthless, lest the latter should envy the former! Whereas the principle of Providence as well as of Revelation is, that the hand of the diligent maketh rich, while idleness tendeth to poverty, and that every man—in childhood as well as in manhood—shall be rewarded according to his works.

9. These Extracts from local reports clearly attest and strongly evince the need of the principal provisions which were recommended in a School Bill to the Legislative Assembly, by a Select Committee of its members, and which were subsequently approved of by four-fifths of forty County School Conventions.

XIX. COUNTY SCHOOL CONVENTIONS.

In the months of *February* and *March* of the current year, I made my fifth official tour of Ontario, for the purpose of conferring with all classes of friends of education in each county, on the several provisions of the proposed Grammar and Common School Bills which had been recommended by a Select Committee of the Legislative Assembly. The result of these consultations in fifty County School Conventions are given, as far as reported, in Appendix C. I may observe that the provisions of the Grammar School Bill were approved with unprecedented unanimity, as was the Common School Bill, with the omission of one or two clauses, and the modification of two or three others. I have no doubt that, with the aid of the information thus acquired, and the consultations thus had, these measures may be matured so as to secure the approval of all parties, and render the legal machinery of our school system as complete as the circumstances of the country will permit.

XX. REPORT OF THE INSPECTOR OF GRAMMAR SCHOOLS.

The annual reports of the Rev. Professor Young, late Inspector of Grammar Schools, were read with much interest during the four years that he so ably and faithfully discharged the duties of the office; and his suggestions for the improvement of the Grammar Schools, especially in regard to the higher branches of English, have justly commanded much attention, and been considered of much value. The Rev. J. G. D. MacKenzie, A.M., the present Inspector of Grammar Schools, has taken up the subject of Grammar School studies and improvement where his able predecessor left off, and has presented one of the most suggestive and valuable reports I have been permitted to transmit. Mr. MacKenzie's Report, which I append to my own, breathes kindness in every line, and is replete with sound views and practical remarks—evincing the need and appropriateness of the provisions of the Grammar School Bill, which was recommended by a Select Committee of the Legislative Assembly at its last Session, and which has been cordially and almost unanimously concurred in by all parties concerned, from one end of Ontario to the other.

XXI. CONCLUDING REMARKS.

It is not my intention to offer extended remarks in this Report on what I believe the wants and interests demand as to the interior development of our Schools, their relations, subjects and methods of instruction in new departments. This may be desirable and more appropriate after the passing of the proposed Common and Grammar School Amendment Bills, and the preparation and promulgation of the programmes of instruction contemplated by them. The convictions I expressed in concluding my last Annual Report have been strengthened by the experience and observations of another year. I think the tendency

of the youthful mind of our country is too much in the direction of what are called the learned professions, and too little in the direction of what are termed industrial pursuits. There is certainly no need to stimulate any class of youth to classical studies with a view to the profession of the law, medicine, etc., but it appears to me very important, as the fundamental principles and general machinery of our school system are settled, that the subjects and teaching of the schools should be adapted to develop the resources and skilful industry of the country. In all cases the possibly useful and merely ornamental should yield to the essential and practical, and there are many things not essential for every child to know in regard to the physical history of the Globe and of its people; but I think every child should be taught and should know how to read and spell his own language, to write well, to know the names and characteristics of the vegetables and flowers and trees with which he daily meets; the insects and birds and animals of his country; the nature of its soils and minerals; the chemical and mechanical principles which enter into the construction and working of the implements of husbandry; the machinery of mills, manufactures, railroads, mines; the production and preparation of the clothes we wear, the food we eat, the beverages we drink, the air we breathe; together with the organs of our bodies, the faculties of our minds, the rules of our conduct. The mastery of these subjects, for ordinary practical purposes, is as much within the capacity of childhood and youth as any of the hundred things that children learn in the street and by the fireside; and the knowledge of them would contribute vastly more to skilled and various industry, and to the interest and enjoyment of social life, than the smattering of certain things which occupy the time and attention of many youth in our Grammar Schools as narrated in the Inspector's excellent report hereto annexed.

I have the honour to be,

Your Excellency's obedient, humble servant,

E. RYERSON.

DEPARTMENT OF PUBLIC INSTRUCTION,
Toronto, August 27th, 1869.

REPORTS AND SUGGESTIONS WITH RESPECT TO THE COUNTY GRAMMAR SCHOOLS OF
ONTARIO FOR THE YEAR 1868, BY THE REVEREND J. G. D. MACKENZIE, M.A.,
INSPECTOR.

REVEREND SIR,— Having already placed in your hands a special and detailed report of each of the Grammar Schools, which it is my duty to inspect, for the latter half of the year 1868, I have now the honour to submit a general statement of their condition, together with such comments as seem to me to be naturally suggested by the insight I have obtained into the working of the schools.

DISCIPLINE.

As the maintenance of proper discipline is essential to the prosperity of the school, lying, so to speak, at the very root of the master's efficiency and the pupil's progress, I cannot do better than make that my starting point. It gives me much satisfaction that I am able to state that my impressions on this head are most favourable. I have had the pleasure of observing, with but two or three exceptions, the utmost order and decorum; a quiet and respectful deportment, and a cheerful submission to authority on the part of the pupils, which speak well for the character of the masters, who, by their firm and discreet government, have brought about this happy state of things, and for the good spirit of the pupils, showing that the masters, as a general rule, have their schools under perfect control, and leading to the conviction that our Grammar Schools are exerting a very salutary influence over the principles and the manners of our youth. In answer to my inquiries with reference to discipline, only two cases of special severity in the infliction of corporal punishment were reported to me, and very few suspensions. Of those where the offence was committed one day, and reparation made the very next, by adequate

apology or otherwise, I have kept no record: in three instances, I regret to say, the offender did not return to the school, though the eldest of the three was only in his seventeenth year.

There are parents who would acquiesce too easily in the pupil's thus cutting himself off from the privileges of the school, and this consideration alone, even if the regulation were not so wisely explicit, would deter the master from resorting to suspension, except where other measures have failed, or where age, or other circumstances, render any other mode of treatment inapplicable. I am much gratified in being able to record the remarkable rarity of corporal punishment in our Grammar Schools, not because I have the slightest sympathy with those who entertain a morbid antipathy to corporal punishment, which is real kindness in the end, when it takes the shape of "such discipline as would be exercised by a judicious parent in his family;" but because even justifiable frequency of punishment in this form does not seem to be required in our higher schools, where the pupils very generally appear to be animated by the good spirit which should accompany promotion to a higher sphere. Masters at the head of Union Schools have told me repeatedly, that though the discipline of the Common School department has at times given them trouble, they have had no trouble with the Grammar School. This indicates an *esprit de corps* which is much to be commended.

CONDITION OF THE SCHOOL BUILDINGS.

In most of our towns, and in some of our larger villages, the school building (occupied in most cases by the united schools) stands forth prominently to view, a substantial, and, in not a few instances, an elegant structure; an enduring monument also of the interest felt for education in the public mind, and the efforts made to secure it. We have about 30 of these substantial buildings more or less attractive in exterior, and well arranged within—amply provided with good furniture, and supplied by proper ventilation with wholesome air. At the other end of the list, we have some dozen or so of others which are poor, some of them indeed quite unsuitable. In these cases, or the most of them at all events, the trustees are awaiting the enactment of the new law, and where the working of that law may be favourable to the maintenance of the school, these new buildings will no doubt be erected with all convenient speed. Between these extremes of the costly structure and the poverty-stricken tenement lie the residue of the schools, which, if they be not pleasing to the eye, are yet sufficiently commodious and wholesome. As the returns from the several schools furnish you with statistics on the subject, I need not dwell longer upon it.

COURSE OF INSTRUCTION, CLASSICS AND MATHEMATICS.

In estimating the work done by the Grammar Schools in classics and mathematics, it seems unfair that the character of those which are really what the Grammar Schools ought to be—nurseries of the Universities—should suffer by their being classed with others which are not required in their localities for such work at all. Grammar Schools have been opened in places where there is no demand for University training, nor even for instruction in classics and mathematics of a lower grade than is required for matriculation; places where the wants of the community would be fully supplied by a good English education. In such places it would be unreasonable to expect that much should be done in classics and mathematics. The classical part, at least, is thoroughly unpopular. Parents, at home, speak of it to their children (and with perfect truth) as a thing that is not going to help them in the least to "get on" in the world; and the pupils at school show themselves apt enough at taking up the parental view, evincing no taste for the study, going about it with a listless and reluctant spirit, regarding it, in short, as so much of slave-labour. Nominally, there is work done which you would not look for in such rural, or comparatively rural localities. You are told, for example, of a class in *Cæsar*. You are anxious to see how *Cæsar's Commentaries* are read, amid green fields and under the shade of forest trees by boys and girls who are destined simply for the honourable occupations of farm-life. The *Cæsar* class is called up. A few moments suffice to show you what prospect the pupils have of profiting by the study of Latin, and to what extent they relish their work. Not one of the class can conjugate "*volo*"; startling innovations on declension are

perpetrated, such as *frigus, frigi!* Equally startling liberties are taken with conjugation ; whilst "*vicos quos incenderent*" given as "*the villages which should be burnt,*" puts you in possession at once of the style of translation. You see at a glance that the whole thing is miserably unreal ; that, as classical schools, such schools are wholly unnecessary, and that the sooner the new law releases them from the yoke of compulsory Latin the better. Time will show whether it will be possible or expedient to maintain all these schools even as High English Schools. In many cases, certainly, the Common School would meet the educational necessities of the locality, and the presence of the weak Grammar School, whilst it draws off nourishment from a more vigorous institution elsewhere, hinders the natural development of the Common School by assuming a portion of its work and dividing its responsibility. Excluding from our consideration these unnecessary schools, we have a respectable residue—respectable both as to number and achievements—which are *bona fide* classical and mathematical schools,—sound members of the educational system, intermediate between the Common School and the University, and, from time to time, in different degrees, recruiting the ranks of the latter. As a statement expressed in general terms may make a comparatively feeble impression, I cannot do better than give a few extracts from my special reports which will convey a definite idea of the judgment I have been led to form with reference to the efficiency of some of our best Grammar Schools. For example, in the case of one of our leading schools the result of my inspection is thus recorded : " I gave the senior algebraists some problems in equations, simple and quadratic, presenting some nice and difficult points, which were disposed of much to my satisfaction. The attainments of the same boys in geometry were rather more variable. They were enough, however, to do justice to the teaching they had received. There can be no doubt that the qualifications of Mr. * * * as an instructor in mathematics, rank high. As to the classics, nine of the boys were tried in the 1st book of the Iliad ; some five or six of these did extremely well—well enough to promise something distinguished in academical honours, should they enter the University. I was particularly pleased with the careful and methodical manner in which the Homer was handled ; first, the metrical peculiarities of the line, then the scansion, then any figures to be found in the lesson ; and so on, no point being overlooked, everything thorough and searching." In another instance, in regard to the junior classical work, I find the record :—" I have not met with anything that has excelled, in parsing more particularly, the performance of a class of ten in Harkness's Reader." In a third instance the report is as follows :—" I found the school in excellent condition. Every subject was more or less creditable, some of the subjects meriting special praise. The Algebra, for example, ranked with the best. The Geometry was somewhat weaker, but still good. With four boys in the Iliad I have no fault to find,—translation good, parsing unexceptionable. The same four were taken in Horace ; I have met with nothing better than their performance in any class I have either taught or examined." I might make up a pretty lengthy report merely with quotations of this sort, more or less emphatic, all contributing to show how large a body of well-trained and accomplished scholars our Universities have sent forth, possessing sound judgment, tact and skill, and patient perseverance, as well as scholarship,—for the management of our higher public schools, and affording proof the most satisfactory that their valuable services have largely promoted the education of the youth of our land. Defects of method may, no doubt, be here and there pointed out, arising, for the most part, from the large amount of work which the masters have to do, for the masters of our Grammar Schools are, as a general rule, overworked. Attention to Greek and Latin Grammar as a separate study is not sufficiently regarded in some of the schools in connexion with the higher classes, the pupils in the cases to which I allude being usually limited to such points of inflexion and construction as the text of the prepared lesson may happen to suggest. Again, in some of the schools, Latin composition in prose and verse might be more actively cultivated and carried further. I hope, moreover, soon to see the day when none of our Grammar School masters shall be so pressed for time as to be tempted, for the sake of saving time, to adopt with the junior pupils, or with any pupils who have not reached a proficiency to justify such freedom, the practice of translation to the exclusion of construing or taking word for word. To the too early and injudicious adoption of translation we owe such renderings amongst the lower classes as this : "*Imbecilli animi est superstitio,*"—" *Superstition is a weakness of the mind,*" whilst in the higher classes it must largely encourage the substitution of

the too liberal helps in Anthon's Notes for the patient use of the grammar and the lexicon, with the delusion thence naturally arising that mere fluency of translation is knowledge of the language.

COURSE OF INSTRUCTION, ENGLISH BRANCHES.

I come now to the weak point of our Grammar Schools, the education in the mother-tongue. Let me, at the outset, so far as the masters are concerned, do them the justice of saying that I regard the general deficiency in this respect as being, in the main, the fault of the system under which they have been working, or more strictly, of that feature of the system which has presented a strong temptation to the comparative neglect of English, by virtually forcing Latin upon all and giving the masters a needlessly heavy amount of classical work, and that, to a large extent, with pupils hard to teach, because most unwilling to learn. My able predecessor, the Reverend Professor Young, has shown in several instances, with what little intelligence many, even of the elder pupils, are in the habit of reading their own language, and no one can have read his statements on this head without coming to the conclusion that the cultivation of their own living language has been largely sacrificed to the study—in most cases the reluctant study—of a dead language, of great beauty and value indeed as an instrument of mental culture, but unduly pressed by being made necessary to the pecuniary support of the school. My experience entirely coincides with that which he has so strongly described. As to unprofitable Latin and Greek, in conjunction with neglected English, I have met with that in every stage, from the boy of fourteen or fifteen who, with the chime of the Latin noun-endings ringing in his ears, wrote in his dictation “as and es” for “assignees”—to the young man in the “Anabasis” who sadly contravened the historian's estimate of the character of Cyrus by attributing to that naturally humane prince not the cutting down of the trees in the park of Belisys, but the cutting to pieces of the unhappy Belisys himself, the novel rendering being elucidated and confirmed by the equally novel comment that this was a mode of punishment peculiar to the Persians. This latter incident occurred at one of our rural schools. Now, supposing there had been no classical school at this place, what would have been the effect? Either the young man, who was simply throwing away the time expended upon Greek, would never have taken up that language at all, confining himself to his own; or, the circumstances of his case permitting, he would have been sent as a boarder to a distant school where his Greek might have become a reality. As to reading the mother-tongue without intelligence, I shall content myself with a single case in connection with another of our rural schools. The lines on the “*Coral Insect*,” in the 5th Book, were given to a class of about a dozen, both male and female pupils, some two or three of them being young women. None of the class could give me the meaning of “*ephemeral*,”—the opinion of the greater number inclining to “*numerous*”—“*tented field*” was considered to indicate “*the inhabited world*,” and the allusion in the line “*o'er the whirlpool ripens the rind of gold*” was lost upon all. It was one of the too numerous cases in which English had been sacrificed, and that for a miserable quantum of Latin of no appreciable value, for the pupils were only about the middle of Arnold's First Book; their work was utterly without life; most of their time, I make no doubt, had been grudgingly given up to an unprofitable subject in which they felt no interest, whilst that instruction in their own language which would have been of real service to them had been very imperfectly imparted. In order to test the attainments of the schools in English and to get at an estimate as accurate as possible of their comparative standing in this respect, I decided on trying the pupils with an exercise in dictation—the same at every school—which should contain a few of the more difficult words of the language and involve, besides, instances of ungrammatical construction, to enable me to judge of their ability to apply the rules of Syntax by detecting and correcting violations of these rules. Five short sentences were used for this purpose, containing in all five errors in grammar. These errors were intended to illustrate the employment of the subjunctive mood; the concord of the verb with the relative as its nominative, and of the relative with its antecedent; the use of the distributive pronoun with a verb in the singular; and the construction of the participial noun. My practice was to ask for the best in the school, not to exceed twelve, to undertake the exercise. I examined, in this way, 1020 with the following result in Syntax. Of these 1020

98 or about 9.5 per cent. were faultless.						
213	"	20	"	corrected 4	of the 5 errors.	
263	"	25	"	"	3	" "
220	"	20	"	"	2	" "
162	"	16	"	"	1	" "
64	"	6	"	"	none	" "

The following exhibits the more satisfactory result in spelling. The test-words, I may mention, were "ducats," "assignees," "financiers," "euphony," "emphasis," "merchandise," and "phenomenon."

478 or about 45 per cent. were faultless.						
210	"	20	"	had 1	mistake.	
154	"	15	"	"	2 mistakes.	
80	"	8	"	"	3	"
53	"	5	"	"	4	"
34	"	3	"	"	5	"
11	"	1	"	"	6	"

When these results, more particularly in Grammar, are compared with the statements made by my predecessor, which appear to have been founded on a different mode of proceeding, the body of evidence must be admitted to be complete, and a strong case made out in favour of the main principle which it is sought to establish by the enactment of the new law. It is, indeed, time that there should be removed from the necks of our young people a yoke of bondage so oppressive, and so detrimental in its effects, as compulsory Latin has proved itself to be; and that masters and pupils should be set free to carry on the work of the schools under an improved system, which shall restore to the grammar and literature of our mother-tongue the honours they have been deprived of, and impart that sort of education which is best suited to prepare our children for the duties of life, and to promote the prosperity of our country.

From what has occurred during my own experience, and from all that has been alleged by my immediate predecessor, we cannot help coming to the conclusion that a very large proportion of our youth of both sexes have not been receiving, under the present system of enforced classical study, the education most likely to qualify them for acting their parts well as the men and women of the next generation. If Mr. Froude's quaintly-expressed definition of a practical education be correct—that it is the education which "enables a man to stand upright without charity or accident," then we cannot help confessing that our Grammar School education has not been practical to that large proportion of the pupils who have been making but slow advances in the mother-tongue whilst engaged in the profitless study of Latin. I was much struck—I may say painfully affected—by what occurred at one of our rural schools in connection with the exercise in dictation and grammar. Not a single *boy* was selected by the master for the trial. I asked him how that had happened. He replied that the boys who were fit to deal with that subject were absent. There were, at the same time, two lads, apparently of 18 or 19 years of age, in the school who were not called up. The only boy in Virgil made a sad mess of his work; in fact, I had to close the book; it was mere waste of time to proceed. I represented to the master what an unwise and cruelly unjust arrangement it was to keep that boy toiling over, or lazily creeping through an author he would never appreciate or understand, whilst he was so ill-instructed in the grammar of his own language as to be unfit for trial by the Inspector. The master replied that the boy was reading *Cæsar* when he came to the school, and wished to take up Virgil, to which he assented, desirous of avoiding the appearance of not making progress. The same boy gave me "*pingaverat*" as Latin for "he had painted." This was the education the unfortunate youth was receiving—English grammar neglected to blunder through Virgil, and to torture Latin Verbs.

NATURAL SCIENCE.

Men are becoming more and more persuaded every day that instruction in Natural Science should form an element in every system of liberal education. This is not merely a popular predilection arising from the practical character of such instruction, closely con-

nected as it is with the duties and employments of life, and the requirements of modern civilization. Some, indeed, may press the introduction of science into education, solely on the ground of its utility ; but there are others who appreciate its value as a mean of mental culture, and question the wisdom of relying, for the cultivation of the mind, upon literary training alone. Important changes, we know, have been made within a recent period in the Universities and the leading Public Schools of the mother land, to meet this view and to satisfy a demand which has been steadily growing in strength and popularity. These changes are certainly no weak concession to external pressure. They rather indicate that the popular judgment on this point is sound, and harmonizes with the convictions of men who, in an eminent degree, have made the theory and practice of education a study. At present but little is being done in our Grammar Schools towards active and efficient instruction in Natural Science. We have men amongst our Grammar School masters versed in science, and we have schools, such as that at Dundas, where science is taught with life and vigour, and with a view to its practical application, but masters have a great deal of work on their hands, and but few of the schools are furnished with adequate apparatus ; and Natural Science taught by formula merely without apparatus has very little of vitality in it. We need more men and more money.

FRENCH.

By far the greater proportion of those pupils who have taken up French are girls. It is gratifying to observe this growing taste amongst our girls for a graceful and elegant language, which is so peculiarly a women's study and accomplishment as French is. It is to be hoped that such works as the "History of Charles XII," and Corneille's tragedy, "Horace," will come to the aid of a high and pure English literature in fortifying the minds of our young women against the many publications of the day which are calculated to turn the heads of young people, and to destroy the charities and joys of the Christian home. I do not doubt that the French which is acquired at our Grammar Schools by the more advanced pupils, will be turned to good account, though I cannot refrain from adding that it would be none the worse for greater attention to purity of accent.

EXAMINATIONS FOR ADMISSION.

During the latter half of the year 1868, there were presented 1,009 candidates to be examined for admission into the Grammar Schools. Of these 764 were boys, 245 girls. Of the boys, 643 were admitted, 121 rejected. Of the girls, 231 were admitted, and 14 only rejected. Before entering on the duties of my office, in September last, I naturally sought to obtain all possible information and advice from my gifted predecessor, anxious as I was to profit by his mature judgment and long experience. I must acknowledge my indebtedness to him for many useful hints and for kind assistance. Amongst the subjects on which I consulted Mr. Young was the standard for admission. I was desirous of ascertaining precisely the sort of sentence to be parsed which he had been in the habit of giving to the entrance pupils. From the information which he gave me on this head, I was led to infer that I should be conforming pretty strictly to his practice by giving such sentences as the following :—"He fiercely sought the life of his enemy." "The soldiers went bravely to the battle," "Caesar took a large number of prisoners." To sentences like these, extremely simple in construction, I kept pretty closely, considering that there would be something of unfairness in presenting to the candidates difficulties which the Inspector who had immediately preceded me had deemed it right to avoid. I did, indeed, try at the outset the sentence, "Lead us not into temptation," but the imperative mood seemed to exhibit itself in so strange an aspect to so large a number of the matriculants that I soon dropped it, keeping to the more familiar indicative, though even in that mood not a few failed to recognize in the present-perfect the face of an old and welcome friend. It may be asked, with some reason I think, Is this low measure of attainment in the English language to be the highest measure of Common School work in that department ? Is it to be the standard of admission into the High School ? Will the High School realize what we have a right to expect of it if it start from a point so low down ? If the standard in English grammar be not raised, I fear that many of our High Schools will be high in name only. I speak of English grammar only because that is really, as I have said, our

weak point, and because I see no necessity for recommending an advance in any other subject. The standard in arithmetic is certainly low, but I see no cause for uneasiness on that head. Our Common School teachers are pretty certain to exceed that standard. The commercial spirit of the age,—the excessive admiration bestowed by parents and friends upon the child who is “smart in figures,” will keep them up to the mark at least, in most cases will send them beyond it; and language, though comparatively of slow growth, will continue to suffer—as I am satisfied it has suffered—from the disproportionate amount of time and labour bestowed upon arithmetic, unless the gradation between the Common School and the High School be so adjusted as to prevent it. I am quite of opinion, then, that some advance of the standard in the English grammar is desirable for the protection of the High School, which ought to be, not what in rural districts the Grammar School is too often now, a forced and feeble adjunct to the weakness of the Common School, but the natural outgrowth of its strength. It is surely reasonable to expect that our High Schools, which are to be, shall have a function more exalted than that of drilling their pupils in the 5th Book. Our High Schools, it seems to me, should aim at conducting their senior pupils along the higher walks of English literature, training them to observe the beauties of our best authors, and not less to detect what is objectionable in spirit, or defective in taste, or faulty in style; and enough should be read to excite a relish for what is true and pure and elevating in literature, with an utter distaste for, and an instinctive recoiling from the wretched stuff in the shape of ten-cent novels and other trashy publications,—silly and trifling at the best,—which are vended at a cheap rate, and widely circulated throughout the Province. Is the High School likely to do its work effectively if it has to commence with teaching some of the merely elementary principles of grammar? If its junior class can do no more than simply parse such a sentence as “He fiercely sought the life of his enemy!” incapable of writing from dictation a sentence embodying any of the more difficult words of the language; and unable to apply the rules of syntax so as to know and correct any violation of those rules? I therefore venture to propose that the standard, remaining as it is in other respects, should be changed as to English, so as to include these two requirements in addition to the parsing of an easy sentence; ability to write correctly from dictation, and sufficient acquaintance with the rules of grammar to be able to correct any violations of those rules. The evil which we have to cure is the getting up by rote of a certain set of forms and rules without the power of making an intelligent and practical application of them. I think it possible, and I am sure it is desirable, to cure this evil to a certain extent before the pupil enters the High School. As to the best means of effecting this end I leave it to yourself and the Council of Public Instruction to determine.

CONCLUDING REMARKS—A PLEA FOR THE CLASSICS.

The main principle of the proposed new law, by which the High Schools are to be constituted, is, beyond dispute, a sound one—that is, that there shall be no inducement, in the shape of qualifying for Government Grant, to make the study of classics other than voluntary. Experience has proved conclusively that it is the only principle suited to the circumstances of the country, and the only one on which the education of our youth can be judiciously and profitably carried on. Public opinion on this point is sound and just, and the people at large, when that principle shall become the law of the land, will feel as though an intolerable burthen had been lifted from them. We would not seek to chill the fervour of what will be the general rejoicing; but in the revulsion of feeling, it is just possible that the popular sentiment may be carried to an extreme, and the conclusion adopted that the study of the classics, as an instrument of mental culture, is of little or no value at all.

Since the claims of modern languages and science are so fully recognized in our Universities, there is no danger of our returning to the idolatrous exaltation of the classics at the expense of other branches; but there is danger of a blind and unreasoning prejudice in the opposite direction taking possession of the popular mind. It cannot be doubted that there is a tendency towards such a prejudice in a country like ours, where professional life—for the present at least—is by no means inviting in point of remuneration, and where few have the leisure, the means, or the inclination to pursue scholarship for its

own sake. But I trust that the strong utilitarian bias of the age will not lead us to forget that, whilst education should unquestionably be practical, there is much in education of immense value, though that value cannot be expressed in dollars and cents; that mental culture increases intellectual power; and that there are faculties of the mind which He who gave them would have us cultivate, for the improvement of the man, even though they do not directly minister to the necessities of life. We plead earnestly in behalf of a good general education for the young. We deprecate that narrow, illiberal, and ungenerous treatment of the pupil which aims merely at giving him what, as a man, he will need for the occupation or profession he is intended to pursue, and nothing beyond it. A man ought not to be measured merely by his profession, nor monopolized by his profession, nor clothed in the garb of his profession. We conceive that the study of the classics ought not to be left out of any plan of general education; that it gives enlarged views; helps to lift the mind above a hard materialism, and to excite interest and sympathy in the experiences of human life; and certainly that course of study deserves to be held in honour, as an instrument of mental culture, which has helped for ages to form the minds of the greatest and the best of our race. Whilst the main principle upon which the proposed new law has been framed, is, as I have said, beyond dispute, wise and just, and affords the best and the only suitable system for the education of our youth generally, we notice with satisfaction the emphatic testimony it bears to the value of classical instruction in the provision it proposes to make for the "establishment of superior classical schools," in the shape of Collegiate Institutes. Whilst we shall look chiefly to the Universities and to our Collegiate Institutes to guide the popular taste in the right direction, and to advance the interests of superior education, we are glad to assure ourselves that effective aid may be expected from others of our Grammar Schools, which may not have resources sufficient to raise them to the dignity of Institutes, but which will go on doing a real work, and will do it all the better when they come to work under the proposed new law (should it become law) with smaller classes animated by a better spirit. Homer makes the arming of the hero form a part of his description of the battle, and justly; for if the armour be bad, or ill girt on, the warrior will be embarrassed, and his peril increased in the fight. Our educational institutions supply us with the best of armour, and we have men amongst us well qualified to gird our youth with it, because they wear it themselves so well. We regard with thankful satisfaction what has been done in time past, even under a defective Grammar School system; we look with hope for the much more that shall be done under an improved system in time to come.

I have the honour to be,

Sir,

Your obedient servant,

(Signed) J. G. D. MACKENZIE.

The Rev. Egerton Ryerson, D.D., LL.D.,
Chief Superintendent of Education for the Province of Ontario.

PART II.

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STATISTICAL REPORT.

1868.

TABLE A.—The Common

COUNTIES.	RECEIPTS BY LOCAL SCHOOL AUTHORITIES.					
	For Teachers' Salaries (Legislative Grant).	For Maps, Apparatus, Prizes and Libraries (Legislative Grant).	Municipal School Assessment.	Trustees' School Assessment.	Trustees' Rate Bill for Fees.	Clergy Reserve Fund, Balances, and other sources.
	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.
Glengarry	2352 00	29 00	2309 00	8463 34	220 33	1648 77
Stormont	1920 00	45 27	2015 00	6245 90	219 60	1248 56
Dundas	2108 00	30 75	2127 00	11369 91	481 67	1500 78
Prescott	1110 00	34 51	2010 00	5408 08	2 00	1049 50
Russell	854 00	19 00	833 00	3145 00		432 75
Carleton	3402 70	225 55	3477 20	15629 61	566 31	2253 98
Grenville	2194 50	52 70	2164 00	6237 55	435 91	3168 87
Leeds	3588 00	113 38	3565 09	13459 56	1036 77	8600 68
Lanark	3283 00	714 82	3275 02	17142 12	420 75	8540 71
Renfrew	2828 50	141 91	2446 00	10630 52	36 09	1936 08
Frontenac	3016 50	152 64	2804 00	13468 02	612 25	2842 20
Addington	2025 00	69 95	2044 00	7578 67	384 69	3271 88
Lennox	861 00	20 70	925 00	4495 05	62 52	1294 82
Prince Edward	1992 00	55 00	2260 00	12266 95	1029 83	2469 70
Hastings	4340 46	150 25	3909 00	21465 92	815 76	5629 37
Northumberland	4054 00	206 17	4013 00	28910 33	239 65	4483 44
Durham	3560 00	262 82	3560 00	22232 39	960 34	4842 48
Peterborough	2652 50	79 41	2883 00	16484 35	292 88	3872 48
Victoria	3097 00	285 17	3325 00	16709 51	164 57	3124 89
Ontario	4442 00	383 09	4421 00	33416 94	844 65	8812 20
York	5867 00	589 91	5950 00	39411 47	1788 38	21224 27
Peel	2709 50	265 00	2756 00	16710 59	1858 61	3344 09
Simcoe	5704 00	615 91	5878 00	35375 21	487 10	7177 16
Halton	2080 00	400 66	2053 00	11629 23	1406 65	4621 12
Wentworth	3220 50	379 57	3199 00	19556 58	2482 77	7923 75
Brant	2260 00	143 00	2517 00	14612 61	1267 57	6786 62
Lincoln	2055 00	101 00	2520 00	11430 99	1644 95	6567 35
Welland	2095 50	91 00	2595 60	13706 49	785 34	5997 13
Haldimand	2481 50	234 95	3116 00	13875 23	511 48	4839 21
Norfolk	3819 50	304 63	3292 75	20567 24	344 01	12553 98
Oxford	4719 00	530 22	4719 00	30410 46	753 29	7678 79
Waterloo	3470 50	244 88	3900 00	30696 09	865 48	6983 96
Wellington	5585 00	497 02	6606 98	34340 39	642 66	8045 31
Grey	5567 00	383 12	6582 00	37755 49	929 14	9364 56
Perth	4168 00	410 69	3901 00	29138 42	29 32	6302 04
Huron	6240 00	743 57	6179 00	44881 88	75 83	9268 99
Bruce	4474 18	425 89	3931 00	24664 86	53 37	4924 76
Middlesex	6770 50	698 61	6727 30	40426 73	1388 76	9576 46
Elgin	3351 00	286 61	2031 58	23362 46	1508 41	6515 52
Kent	3173 50	196 75	3267 21	23019 57	141 11	5560 54
Lambton	3133 00	382 35	4124 00	30572 18	120 24	5759 62
Essex	2377 00	134 14	2857 19	16568 43	252 46	2276 24
District of Muskoka	100 00					
District of Algoma	425 00	25 00			329 17	980 67
Total	139527 34	11155 97	143545 23	837412 32	28492 67	235396 28
CITIES.						
Toronto	4485 00	118 75	28824 75			6616 88
Hamilton	2008 00		14562 00	736 31	6406 63	2533 49
Kingston	1430 00	20 00	9318 16	1382 98	71 50	708 93
London	1653 00	111 00	10000 00	690 16	1 25	6345 59
Ottawa	1589 00	279 99	9000 00	3112 23	362 25	22921 94
Total	11165 00	529 74	71704 91	5921 68	6841 63	39126 83

Schools of Ontario.

EXPENDITURE BY LOCAL SCHOOL AUTHORITIES.

Total Receipts for all Common School purposes during 1868.	For Teachers' Salaries.	For Maps, Apparatus, Prizes and Libraries, including 100 per cent.	For Sites and Building School Houses.	For Rents and Repairs of School Houses.	For School Books, Stationery, Fuel and other expenses.	Total Expenditure for all Common School purposes during 1868.	Balances.
\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.
15022 44	10403 46	58 00	2273 54	274 09	683 79	13692 88	1329 56
11694 33	8684 39	90 54	481 26	449 39	567 15	10272 73	1421 60
17618 11	10780 67	61 50	4397 43	447 89	782 06	16469 55	1148 56
9614 09	7429 98	130 58	345 00	158 96	769 85	8834 37	779 72
5283 75	4296 04	44 96	310 25	194 28	345 22	5190 75	93 00
25555 35	18795 78	451 10	793 09	424 54	1198 78	21663 29	3892 06
14253 53	11393 13	105 40	503 01	361 73	1029 65	13392 92	860 61
30363 39	20133 70	254 66	2868 06	965 87	2844 22	27066 51	3296 88
33376 42	19042 91	1429 64	7668 82	542 75	1612 73	30296 85	3079 57
18019 10	13499 70	284 08	296 37	553 31	1174 18	15807 64	2211 46
22895 61	15892 50	317 62	2004 39	407 95	1508 43	20130 89	2764 72
15374 19	10222 96	146 14	1270 06	337 26	1057 74	13034 16	2340 03
7659 09	6477 86	66 05	116 63	206 36	750 33	7617 23	41 86
20073 48	15712 61	120 25	1082 65	674 31	1872 18	19462 00	611 48
36310 76	24825 24	351 09	3495 17	906 36	2875 01	32452 87	3857 89
41906 59	30764 12	412 34	5400 77	796 19	3833 02	41206 44	700 15
35418 03	25649 06	525 64	2871 70	1317 35	2471 18	32834 93	2583 10
26264 62	17493 31	236 35	2684 41	959 49	1590 54	22964 10	3300 52
26706 14	17963 39	570 34	3371 23	597 00	1886 13	24388 09	2318 05
52319 88	33185 78	766 18	5700 11	1883 27	5140 90	46676 24	5643 64
74831 03	47150 93	1179 82	11467 39	2521 54	7547 87	69867 58	4963 45
27643 79	21838 99	530 00	361 10	720 21	2185 40	25635 70	2008 09
55237 38	39382 97	1231 82	4125 37	1124 26	4017 65	49882 07	5355 31
22667 66	16400 32	801 32	1599 62	946 19	1817 04	21564 49	1103 17
36762 17	24536 04	801 20	3474 79	1089 22	3163 65	33064 90	3697 27
27586 80	17963 55	327 35	3230 60	687 91	2874 22	25083 63	2503 17
24319 29	14975 38	259 94	3274 10	892 21	2059 27	21460 90	2858 39
25270 46	16573 62	192 92	1517 69	1097 86	2508 80	21890 89	3379 57
25058 37	18297 56	469 90	1373 78	457 19	2311 63	22910 06	2148 31
40821 51	21869 30	608 06	10998 67	688 26	2774 34	36998 63	3882 88
48810 76	35022 35	1112 13	2701 63	1382 96	3962 10	44181 17	4629 59
46160 91	30937 72	584 03	4039 30	1298 05	4224 42	41103 52	5057 39
55777 36	38223 25	1035 37	5785 23	916 86	4749 42	50710 13	5067 23
60581 31	39247 62	766 24	7176 56	1375 79	4238 21	52804 42	7776 89
43949 47	27601 84	845 50	5741 59	1026 71	3647 39	38863 03	5086 44
67489 27	43380 90	1487 14	9245 13	1636 48	5118 96	60868 61	6620 66
38474 06	25491 86	851 78	4325 97	709 11	2354 40	33733 12	4740 94
65588 36	45249 78	1502 91	4326 12	1765 76	5304 61	58149 18	7439 18
37055 58	26825 53	586 62	2552 36	1375 95	3056 93	34397 39	2658 19
35298 68	25543 76	405 33	1699 97	1380 98	2822 73	31852 77	3445 91
44091 39	30339 34	810 37	1631 98	1060 85	3419 76	37262 30	6829 09
24465 46	16019 84	308 03	2491 05	852 64	1475 68	21147 24	3318 22
100 00	100 00					100 00	
1759 84	1050 00	154 60	49 62	31 98	308 64	1594 84	165 00
1395529 81	946749 07	23274 84	141123 57	37497 32	109876 21	1258521 01	137008 80
40045 38	21264 50	337 05	4263 07	2177 80	8411 38	36453 80	3591 58
26246 43	16043 18	1583 19	4552 72	790 52	3188 33	26157 94	88 49
12931 57	8412 80	170 60	1957 70	456 06	1773 02	12770 18	161 39
18801 00	8550 64	222 00	2197 00	672 14	1710 68	13352 46	5448 54
37265 41	8703 54	559 98	7521 26	890 22	5232 25	22907 25	14358 16
135289 79	62974 66	2872 82	20491 75	4986 74	20315 66	111641 63	23648 16

TABLE A.—The Common

TOWNS.	RECEIPTS BY LOCAL SCHOOL AUTHORITIES.					
	For Teachers' Salaries (Legislative Grant).	For Maps, Apparatus, Prizes and Libraries (Legislative Grant).	Municipal School Assessment.	Trustees' School Assessment.	Trustees' Rate Bill for Fees.	Clergy Reserve Fund, Balances, and other sources.
	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.
Amherstburgh	254 00	63 00	1550 00	900 00	.....	190 11
Barrie	388 00	41 00	1400 00	126 20	.....	208 80
Belleville	672 00	51 19	5837 50	767 13	.....	1074 76
Berlin	300 00	.....	2139 00	198 23	33 05	156 43
Bothwell	110 00	35 02	1854 68	.....	.....	38 12
Bowmanville	270 00	94 73	1395 75	.....	683 54	444 19
Brantford	745 00	50 00	5900 00	377 22	872 55	3655 01
Brockville	446 00	70 00	3000 00	385 90	.....	1114 41
Chatham	493 00	.....	4105 45	220 35	210 69	2424 30
Clifton	138 00	.....	1100 00	108 00	97 00	792 19
Cobourg	476 00	.....	2700 00	212 65	616 61	181 18
Collingwood	160 00	48 00	1799 92	.....	.....	159 56
Cornwall	204 00	20 00	1250 00	.....	.....	.....
Dundas	304 00	41 50	2100 65	305 62	654 48	592 79
Galt	360 00	.....	3645 00	.....	16 50	1893 66
Goderich	361 00	76 74	4785 00	.....	.....	20 74
Guelph	573 00	5 20	3058 59	542 00	1285 24	16 81
Ingersoll	329 00	35 00	1039 00	233 80	656 37	1254 35
Lindsay	244 00	120 17	2494 08	1901 95	.....	2884 82
Milton	100 00	.....	400 00	.....	.....	734 95
Napanee	221 00	13 00	1076 63	50 70	63 39	617 77
Niagara	225 00	.....	904 15	163 00	17 37	714 48
Oakville	165 00	16 00	1026 91	102 18	60 02	95 03
Owen Sound	270 00	6 00	2578 00	.....	.....	89 45
Paris	269 00	.....	2890 07	134 54	18 25	108 91
Perth	284 80	230 00	2691 98	471 00	.....	1708 56
Peterborough	452 00	.....	2354 00	469 00	1161 81	845 30
Pictou	247 50	116 26	1750 00	202 75	154 00	979 76
Port Hope	440 00	39 04	2231 01	.....	1590 75	1702 14
Prescott	803 00	41 05	451 61	468 18	608 25	566 96
Sandwich	150 00	.....	1069 16	.....	.....	.....
Sarnia	278 16	13 65	2114 20	158 00	805 80	628 93
St. Catharines	723 00	.....	4252 00	388 44	.....	775 48
St. Marys	402 00	39 18	3600 00	193 00	.....	1191 13
St. Thomas	187 00	.....	1400 00	.....	688 00	336 33
Simcoe	185 00	27 75	1704 52	53 95	73 00	100 85
Stratford	363 00	10 50	2492 00	228 71	.....	2037 01
Whitby	302 00	48 05	2242 64	139 72	.....	512 00
Windsor	372 00	.....	5900 00	.....	.....	20 18
Woodstock	367 00	.....	3646 82	.....	1089 05	410 38
Total	13633 46	1352 03	97930 32	9502 22	11455 72	31277 83
VILLAGES.						
Arnprior	132 00	20 00	806 58	.....	41 37	23 46
Ashburnham	125 00	8 00	325 00	.....	231 62	115 63
Aurora	126 00	.....	625 00	.....	12 60	91 97
Bath	66 00	.....	312 00	.....	.....	332 87
Bradford	120 00	21 00	894 61	.....	.....	185 66
Brampton	185 00	5 54	1500 00	.....	.....	3216 83
Brighton	130 00	.....	855 00	.....	.....	825 26
Caledonia	115 00	10 00	710 00	.....	260 63	3 00
Cayuga	82 00	8 00	800 00	.....	.....	513 11
Chippewa	165 00	.....	650 00	44 00	.....	524 33
Clinton	145 00	15 00	2218 00	.....	.....	948 10
Colborne	96 00	.....	391 15	.....	.....	138 20
Dunnville	165 00	10 00	1265 00	.....	.....	762 91
Elora	185 00	10 90	1433 90	103 75	14 75	628 65
Embro	70 00	.....	362 57	.....	15 00	23 88

Schools of Ontario.—Continued.

EXPENDITURE BY LOCAL SCHOOL AUTHORITIES.							
Total Receipts for all Common School purposes during 1868.	For Teachers' Salaries.	For Maps, Apparatus, Prizes and Libraries, including 100 per cent.	For Sites and Building School Houses.	For Rents and Repairs of School Houses.	For School Books, Stationery, Fuel and other expenses.	Total Expenditure for all Common School purposes during 1868.	Balances.
\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.
2957 11	2020 00	130 00	166 04	383 30	180 85	2880 19	76 92
2164 00	1496 23	128 65	.....	160 00	352 62	2137 50	26 50
8402 58	3860 28	102 38	.....	1456 19	1253 20	6672 05	1730 53
2826 71	2313 04	12 76	.....	114 42	291 00	2731 22	95 49
2037 82	1380 00	79 75	318 00	126 33	31 46	1935 54	102 23
2888 21	1541 75	189 56	375 00	.....	625 04	2731 35	156 86
11599 78	5712 00	174 76	.....	459 25	4213 95	10559 96	1039 82
5016 31	3145 68	158 41	55 00	10 00	1142 60	4511 69	504 62
7453 79	2719 44	51 42	2409 50	158 28	975 80	6314 44	1139 35
2235 19	1171 78	.....	98 00	15 67	300 88	1586 33	648 86
4186 44	2955 37	90 00	.....	322 25	412 85	3780 47	405 97
2157 48	1030 00	97 17	.....	430 00	460 12	2017 29	150 19
1474 00	1012 00	40 00	.....	100 00	134 00	1286 00	188 00
3999 04	2053 90	83 22	996 11	.....	265 81	3399 04	600 00
5915 16	3046 00	200 00	.....	199 15	611 44	4056 59	1858 57
5243 48	3336 12	153 48	.....	93 87	1507 35	5090 82	152 66
5480 84	3453 69	38 10	.....	274 29	1173 78	4939 86	540 98
3547 52	1811 67	70 00	916 85	126 88	228 51	3153 91	393 61
7645 02	1900 00	240 34	2503 37	14 17	1534 77	6192 65	1452 37
1234 95	875 00	.....	.....	70 25	202 71	1147 96	86 99
2042 49	1246 06	27 13	226 55	220 06	243 51	1963 81	79 18
2024 00	1842 00	10 00	.....	.....	172 00	2024 00	.....
1465 14	1098 58	45 27	.....	75 31	245 98	1465 14	.....
2943 45	1821 95	14 85	.....	221 38	346 95	2405 13	538 32
3420 77	1826 76	.....	782 71	100 70	503 27	3213 44	207 33
5386 34	3040 00	460 00	56 90	37 88	519 96	4114 74	1271 60
5282 11	3069 17	.....	84 00	118 00	1046 09	4317 26	964 85
3450 27	1137 05	232 52	150 00	40 35	928 89	2488 81	961 46
6002 94	2488 60	78 08	624 46	64 73	880 94	4136 81	1866 13
2939 05	1540 00	99 26	40 00	53 24	1032 71	2765 21	173 84
1219 16	952 60	.....	.....	46 40	69 37	1068 37	150 79
3998 74	2362 50	44 35	.....	209 39	330 03	2946 27	1052 47
6138 92	3836 85	.....	.....	643 09	709 27	5189 21	949 71
5425 31	2228 30	88 18	.....	395 00	1161 38	3872 86	1552 45
2611 33	1979 00	.....	.....	129 80	280 47	2389 27	222 06
2145 07	1405 00	55 50	.....	133 33	525 95	2119 78	25 29
5131 22	2246 71	58 00	.....	70 36	453 55	2828 62	2302 60
3244 41	2138 07	96 10	.....	359 00	651 24	3244 41	.....
6292 18	2812 82	.....	1120 08	347 23	452 59	4732 72	1559 46
5513 25	2829 86	.....	.....	1695 39	464 47	4989 72	523 53
165151 58	88735 83	3349 24	10922 57	9474 94	26917 36	139399 94	25751 64
1023 41	719 99	50 65	.....	.....	167 96	938 60	84 81
805 25	590 01	16 00	.....	5 10	36 07	647 18	158 07
855 57	650 00	.....	.....	34 75	71 72	756 47	99 10
710 87	376 00	.....	.....	30 80	304 07	710 87	.....
1221 27	775 00	42 00	.....	79 98	164 25	1061 23	160 04
4907 37	1042 50	20 29	2654 40	.....	566 30	4283 49	623 88
1810 26	987 82	.....	.....	30 00	143 76	1161 58	648 68
1098 63	600 00	20 00	.....	92 56	317 79	1030 35	68 23
1403 11	532 00	16 00	.....	121 77	181 34	851 11	552 00
1383 33	736 00	2 00	130 00	.....	181 88	1049 88	333 45
3326 10	1120 00	30 00	.....	55 00	267 66	1472 66	1853 44
625 35	360 00	.....	.....	54 43	163 99	578 42	46 93
2202 91	1000 00	20 00	50 06	17 93	123 73	1211 66	991 25
2376 95	1366 22	80 10	188 80	.....	307 05	1942 17	434 78
471 45	424 00	.....	.....	.....	34 69	458 69	12 76

TABLE A.—The Common

VILLAGES.—Continued.	RECEIPTS BY LOCAL SCHOOL AUTHORITIES.					
	For Teachers Salaries (Legislative Grant).	For Maps, Apparatus, Prizes, and Libraries (Legislative Grant).	Municipal School Assessment.	Trustees' School Assessment.	Trustees' Rate Bill for Fees.	Clergy Reserve Fund, Balances, and other sources.
	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.
Bergus	161 00	15 00	1100 00	224 13		383 54
Fort Erie	110 00		500 00			500 04
Gananoque	170 00	16 26	1186 13			136 90
Garden Island	60 00	12 70	100 00		265 50	139 01
Georgetown	154 00	16 00	793 66			60 49
Hawkesbury.....	130 00		695 00		262 55	
Hespeler	105 00		814 93			90 44
Holland Landing.....	76 00	11 00	600 00			40 32
Iroquois	80 00		95 20	362 37		61 57
Kemptville	114 00	60 10	500 00		193 00	65 64
Kincardine	150 00	14 00	1707 41			2 68
Lanark	70 00	15 00	70 00	507 00	178 62	1 86
Listowel	100 00		1445 00			4 66
Merrickville	105 00		650 00		8 50	29 99
Mitchell	196 00		1050 00			7074 76
Morrisburgh	118 00	6 15	430 00			
Mount Forest	138 00	25 00	655 73	119 54		204 09
Newburgh	160 00		120 00	95 97		
Newcastle	98 00		211 06		247 60	200 00
New Edinburgh	40 00	43 00	815 00	135 00	17 50	190 45
New Hamburg.....	121 00	40 00	1200 00			286 37
Newmarket	171 00		900 00	42 33	316 31	374 04
Oil Springs	155 00	60 00	412 13			113 47
Orangeville	95 00	22 75	639 17			67 79
Orillia	130 00	5 88	600 00		27 70	200 00
Oshawa	273 00	23 70	1777 86		188 00	3152 26
Pembroke	114 00		80 00	376 69	183 00	59 07
Petrolia	100 00	26 00	1128 00			65 95
Portsmouth	130 00		750 00	84 30	35 35	1225 23
Port Dalhousie.....	135 00	8 00	900 00		185 35	781 16
Preston	145 00		1400 00	96 43	20 00	1364 66
Renfrew	67 00	8 00	118 62		158 00	13 25
Richmond	50 00		252 00			78 11
Seaforth	90 00	59 13	1766 15		228 67	362 41
Smith's Falls.....	168 00	5 67	260 00	87 29	185 25	116 97
Southampton	90 00		700 00			91 54
Stirling	96 00		688 15			74 21
Strathroy	140 00	10 00	1993 93			524 11
Streetsville	85 00	8 00	452 00		21 00	130 54
Thorold	206 00	20 00	1000 00	102 00	435 87	610 22
Trenton	195 00	32 00	950 00	321 68		701 75
Vienna	97 00		656 22			115 36
Wardsville.....	98 00		612 44		173 94	127 00
Waterloo	160 00		1500 00			278 61
Welland.....	108 00		685 60			113 36
Wellington	76 00		185 00		172 71	133 46
Yorkville	185 00	21 08	900 00			347 70
Total.....	7662 00	692 86	49194 60	2702 39	4079 79	29029 80
Total Counties.....	139527 34	11155 97	143545 23	837412 32	28492 67	235396 28
“ Cities	11165 00	529 74	71704 91	5921 68	6841 63	39126 83
“ Towns.....	13633 46	1352 03	97930 32	9502 22	11455 72	31277 83
“ Villages	7662 00	692 86	49194 60	2702 39	4079 79	29029 80
Grand Total, 1868	171987 80	13730 60	362375 06	855538 61	50869 81	334830 74
“ 1867	172542 18	14611 13	351873 99	799708 97	51197 55	280401 54
Increase			10501 07	55829 64		54429 20
Decrease	554 38	880 53			327 74	

Schools of Ontario.—Continued.

EXPENDITURE BY LOCAL SCHOOL AUTHORITIES.							
Total Receipts for all Common School purposes during 1868.	For Teachers' Salaries.	For Maps, Apparatus, Prizes and Libraries, including 100 per cent.	For Sites and Building School Houses.	For Rents and Repairs of School Houses.	For School Books, Stationery, Fuel and other expenses.	Total Expenditure for all Common School purposes during 1868.	Balances.
\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.
1883 67	1280 00	56 00	.....	28 80	164 27	1529 07	354 60
1110 94	592 17	5 00	.....	30 48	140 40	768 05	342 89
1509 29	985 00	33 52	50 00	31 00	312 29	1411 81	97 48
577 21	545 51	25 40	.....	.....	6 30	577 21	.....
1024 15	800 00	37 00	.....	.....	187 15	1024 15	.....
1087 55	905 00	.....	.....	15 00	124 82	1044 82	42 73
1010 37	823 00	.....	50 00	16 02	118 15	1007 17	3 20
727 32	580 00	22 00	.....	.....	113 26	715 26	12 06
599 14	420 00	.....	52 00	8 47	83 18	563 65	35 49
932 74	538 00	148 10	.....	53 93	90 00	830 03	102 71
1874 09	970 05	43 00	386 00	142 63	332 41	1874 09	.....
842 48	680 00	31 45	.....	5 30	75 19	791 94	50 54
1549 66	823 33	5 00	560 50	15 30	145 49	1549 62	0 04
793 49	635 63	10 50	.....	.....	63 26	709 39	84 10
8320 76	988 48	.....	6085 88	55 00	317 54	7446 90	873 86
554 15	510 00	12 30	.....	.....	31 85	554 15	.....
1142 36	793 36	50 00	.....	138 39	153 49	1135 24	7 12
315 97	171 50	.....	.....	22 00	122 47	315 97	.....
756 06	580 00	15 00	.....	70 97	90 09	756 06	.....
1240 95	644 00	86 00	166 00	19 55	115 48	1031 03	209 92
1647 37	778 50	80 00	.....	26 80	103 86	989 16	658 21
1803 68	1082 00	6 00	45 00	.....	190 27	1323 27	480 41
740 60	449 76	120 00	.....	.....	165 77	735 53	5 07
824 71	531 80	51 25	.....	22 00	53 60	658 65	166 06
963 58	640 00	11 76	.....	36 75	97 46	785 97	177 61
5414 82	1434 75	48 90	.....	264 56	2748 53	4496 74	918 08
812 76	620 00	28 24	30 00	49 18	82 67	810 09	2 67
1319 95	1092 00	52 00	.....	32 50	139 02	1315 52	4 43
2224 88	691 93	.....	979 21	35 00	509 08	2215 22	9 66
2009 51	1058 33	16 00	.....	35 59	138 31	1248 23	761 28
3026 09	1455 00	23 50	10 00	36 46	153 88	1678 84	1347 25
364 87	300 00	16 00	.....	15 56	32 80	364 36	0 51
380 11	206 25	.....	.....	.....	90 39	296 64	83.47
2506 36	737 38	118 26	1465 38	.....	77 75	2399 77	106 59
823 09	685 20	11 34	.....	13 50	71 81	781 85	41 24
881 54	589 00	.....	95 70	55 62	37 25	777 57	103 97
858 36	491 66	.....	315 00	.....	48 65	855 31	3 05
2668 04	1250 00	20 00	457 00	273 77	382 48	2383 25	284 79
696 54	520 00	16 00	.....	9 75	52 57	598 32	98 22
2374 09	1350 00	40 00	.....	187 76	187 91	1765 67	608 42
2200 43	1692 08	82 00	.....	55 00	161 29	1990 37	210 06
868 58	740 50	.....	.....	.....	128 08	868 58	.....
1011 38	786 72	.....	.....	.....	213 72	1000 44	10 94
1938 61	1389 18	.....	.....	137 79	326 23	1853 20	85 41
906 36	456 00	.....	.....	40 00	372 88	868 88	37 48
597 17	450 00	.....	.....	44 32	72 85	567 17	.....
1453 78	1061 75	42 16	.....	104 35	245 52	1453 78	.....
93361 44	48084 36	1660 72	13771 87	2651 42	12703 98	78872 35	14489 09
1395520 81	946749 07	23274 84	141123 57	37497 32	109876 21	1258521 01	137008 80
135289 79	62974 66	2872 82	20491 75	4986 74	20315 66	111641 63	23648 16
165151 58	88735 83	3349 24	10922 57	9474 94	26917 36	139399 94	25751 64
93361 44	48084 36	1660 72	13771 87	2651 42	12703 98	78872 35	14489 09
1789332 62	1146543 92	31157 62	186309 76	54610 42	169813 21	1588434 93	200897 69
1670335 36	1093516 55	31354 01	149195 66	50634 56	148487 98	1473188 76	197146 60
118997 26	53027 37	.....	37114 10	3975 86	21325 23	115246 17	3751 09
.....	.....	496 39	.....	.....	.....	.....	.....

TABLE B.—The Common Schools of Ontario.

No.	COUNTIES.	School population between 5 and 16 years of age.	Pupils between 5 and 16 years of age.	Pupils of other ages.	Total No. of Pupils of all ages attending school.	Boys.	Girls.	Indigent pupils.	NUMBER OF PUPILS ATTENDING SCHOOL.							Number of children not attending any school whatever.	Average attendance of pupils.
									Less than 20 days during the year.	20 to 50 days.	50 to 100 days.	100 to 150 days.	150 to 200 days.	200 days to the whole year.	Whose days are not reported.		
1	Glengary	6163	5109	237	5346	2775	2571	80	397	883	1048	1179	1084	655	.....	749	2055
2	Stormont	5125	4380	269	4599	2403	2196	45	514	867	1178	886	743	367	44	463	1761
3	Dundas	5351	4928	312	5240	2467	2773	33	521	914	1363	1037	779	394	72	373	2076
4	Prescott	4819	3573	171	3744	1837	1907	14	368	596	872	763	586	401	158	620	1365
5	Russell	2584	1746	84	1830	1141	689	2	240	373	409	322	203	163	130	404	691
6	Carleton	9018	7205	416	7621	3945	3676	82	829	1522	2022	1522	1154	572	.....	949	3054
7	Grenville	5597	4916	410	5326	2764	2562	56	688	912	1323	932	693	548	230	351	1970
8	Leeds	9109	7766	649	8415	4289	4126	86	875	1477	1914	1736	1234	738	386	717	2966
9	Lanark	8786	7309	339	7648	4074	3574	27	739	1418	1776	1695	1240	582	198	693	2945
10	Renfrew	7316	4751	193	4944	2381	2363	27	651	996	1281	1081	610	294	31	1629	1727
11	Frontenac	7281	6332	322	6654	3500	3154	45	868	1480	1682	1172	855	325	272	997	2245
12	Addington	4741	4012	325	4337	2244	2093	43	532	896	1150	862	564	313	.....	357	1512
13	Lennox	2100	1977	103	2080	1193	887	21	232	400	557	486	363	102	.....	235	773
14	Prince Edward	5181	4531	599	5130	2807	2323	103	510	883	1245	1198	835	339	.....	350	2127
15	Hastings	10900	9193	555	9748	5198	4550	77	1329	2006	2618	2007	1209	579	.....	1220	3392
16	Northumberland	10518	9035	654	9689	5165	4524	47	1222	1907	2616	2046	1207	491	200	830	3451
17	Durham	8976	7767	590	8357	4498	3859	69	893	1703	2151	1811	1235	558	6	1028	3142
18	Peterborough	7391	6258	361	6619	3666	2952	18	689	1250	1539	1433	985	543	200	665	2275
19	Victoria	7847	6393	503	6896	3654	3242	38	923	1480	1719	1275	902	365	232	679	2329
20	Ontario	11491	11062	820	11882	6344	5538	29	1184	2303	3014	2625	1761	791	204	953	4418
21	York	16003	14170	930	15100	8195	6905	123	1509	2925	3382	3114	2448	1222	.....	1169	5502
22	Peel	6991	6389	546	6935	3805	3130	112	714	1407	1802	1287	1005	545	175	325	2613
23	Simcoe	16002	13890	692	14582	7367	7215	101	1991	2861	3648	2849	1938	1029	266	1719	4744
24	Halton	5320	4680	404	5084	2738	2346	97	511	1051	1302	1073	730	354	63	385	1994
25	Wentworth	8221	6982	501	7483	4089	3394	112	774	1318	1682	1337	1177	771	282	702	2992
26	Brant	5782	4903	369	5272	2634	2578	78	535	930	1166	1002	907	446	294	384	2189
27	Lincoln	5270	4376	320	4696	2566	2130	109	500	975	1200	967	683	233	138	395	1687
28	Welland	5295	4859	389	5248	2757	2491	71	584	1125	1347	1188	679	216	109	257	1921
29	Haldimand	6590	5790	443	6233	3286	2947	11	1031	1153	1569	1423	1024	453	30	388	2402
30	Norfolk	8882	7727	699	8426	4371	4055	56	1636	1750	2160	1660	1074	454	292	592	2878
31	Oxford	12691	11215	833	12048	6212	5836	12	1153	2226	3106	2329	1865	1055	114	631	4746
32	Waterloo	9516	8914	295	9209	5114	4095	53	1297	1469	2100	1916	1549	878	.....	468	3532
33	Wellington	10401	13913	909	14822	8085	6737	58	1744	3219	4034	3095	1917	793	20	1023	5143

PUPILS ATTENDING THE COMMON SCHOOLS.

NUMBER IN THE DIFFERENT BRANCHES OF INSTRUCTION.

No.	READING.					Arithmetic.	Grammar.	General Geography.	Canadian Geography.	History.	Writing.	Book-keeping.	Mensuration.	Algebra.	Geometry.	Natural Philosophy.	Vocal Music.	Linear Drawing.	Number of girls learning needle work.	Other studies.
	1st class. (lowest).	2nd class.	3rd class.	4th class.	5th class.															
1	1097	806	919	979	1413	2981	1643	1473	432	760	3211	80	44	114	45	239	861	59	45	.....
2	979	762	754	774	1256	2422	944	892	153	560	2446	128	11	21	8	110	341	59	45	.....
3	838	827	956	1026	1179	2625	1067	970	141	362	2554	74	27	68	8	45	8	9	.....	.....
4	884	622	559	487	665	1731	862	843	373	265	1748	20	8	19	5	55	334	15	.....	.....
5	428	321	317	281	253	828	425	454	161	185	870	28	11	55	14	68	72	.....	.....	.....
6	1466	1519	1611	1307	1482	3896	1668	1856	1765	637	3777	175	46	75	54	138	55	7	.....	50
7	979	815	973	935	1298	2890	1074	1000	1332	392	2854	117	9	41	16	14	.....	.....	.....	.....
8	1419	1296	1714	1634	1752	4431	1625	1965	1399	974	4114	159	76	100	39	101	109	19	11	.....
9	1647	1304	1518	1436	1608	4147	1313	2061	1500	784	4339	160	13	49	45	62	388	19	47	108
10	1130	1043	1159	828	704	2499	1313	1388	223	210	2477	56	7	21	13	22	158	101	4	165
11	1320	1255	1309	1194	1245	3487	1330	1654	1597	585	3534	175	14	42	11	101	233	6	.....	20
12	776	762	787	794	976	2595	791	1162	972	583	2410	216	35	100	24	74	.....	.....	226	.....
13	410	313	366	414	556	1250	488	674	163	335	1113	68	8	44	5	8	.....	.....	34	47
14	825	814	943	1060	1260	3187	1403	3183	1570	733	3266	215	18	130	56	83	349	33	.....	.....
15	2257	1968	2109	1693	1542	5495	1893	3183	1546	712	5161	1372	122	150	63	191	696	87	33	.....
16	2513	2416	2447	1490	823	6915	5064	5898	1211	1710	5682	267	1303	196	101	82	1383	.....	21	177
17	1714	1668	1889	1724	1362	5848	2837	4441	1449	1975	5618	168	54	240	90	132	1053	156	121	166
18	1220	1192	1392	991	938	4027	2039	2766	1280	771	3967	82	28	43	30	168	533	101	297	21
19	1562	1316	1262	1170	1079	3545	1614	1963	1329	1705	3475	66	47	85	58	258	693	.....	106	.....
20	2533	2158	2239	1986	2092	6804	3321	4385	1513	1543	6916	287	95	223	101	245	1471	53	6	205
21	3395	2845	2359	2776	3086	9571	4712	6741	1237	1996	9564	454	135	335	171	496	1129	326	335	207
22	1403	1220	1387	1141	1591	4376	2119	2460	1376	1968	4414	256	74	164	73	101	1087	336	.....	.....
23	3160	2693	2866	2347	2102	7268	3075	4229	1681	1419	7055	197	63	132	70	302	1079	76	55	356
24	1088	867	972	883	1173	2990	1603	2011	1242	1780	3635	213	70	166	60	132	754	5	.....	551
25	1487	1343	1361	1284	1425	4883	2080	2386	1426	2739	4580	200	77	127	53	465	826	80	98	92
26	977	851	1100	1114	1199	3720	1761	2311	1655	1886	3563	235	66	156	77	189	1140	41	97	170
27	868	787	972	765	938	2724	1186	1458	1342	563	2788	71	15	101	29	25	433	16	.....	.....
28	1017	842	911	934	1094	3330	1688	2093	1433	641	3363	183	54	151	29	100	539	20	75	40
29	1260	1127	1173	1142	1249	3653	1646	2393	1383	769	3886	140	33	97	56	175	185	.....	.....	1
30	1844	1514	1650	1490	1552	4998	1848	2726	1289	1090	4456	353	25	65	38	176	860	13	5	30
31	2360	2042	2353	2218	2347	7434	3664	5027	1892	2073	7159	660	152	311	137	439	1150	178	29	103
32	2393	1785	1870	1387	1432	5927	1394	3224	1620	709	5694	165	89	136	74	111	1989	131	31	438
33	3354	2662	2900	2554	2631	8129	3878	5409	1713	1837	7648	310	188	180	137	363	1687	357	64	142

TABLE B.—The Common Schools of Ontario.—Continued.

PUPILS ATTENDING THE COMMON SCHOOLS.

No.	COUNTIES.—Contd.	School population between 5 and 16 years of age.	Pupils between 5 and 16 years of age.	Pupils of other ages.	Total No. of pupils of all ages attending school.	Boys.	Girls.	Indigent pupils.	NUMBER OF PUPILS ATTENDING SCHOOL.							Number of children not attending any school whatever.	Average attendance of pupils.
									Less than 20 days during the year.	20 to 50 days.	50 to 100 days.	100 to 150 days.	150 to 200 days.	200 days to the whole year.	Whose days are not reported.		
33	Grey	17601	14443	777	15220	8236	6984	6	2179	3112	3870	2568	1959	985	547	2671	4798
35	Perth	11981	10502	502	11004	5896	5103	17	1202	2063	2730	2429	1761	819	.....	998	4658
36	Huron	18896	15888	715	16603	8774	7829	59	1598	3018	4131	3318	2381	1157	.....	1288	6217
37	Bruce	13541	10797	335	11132	5749	5383	15	1237	2161	2863	2148	1553	592	578	888	3941
38	Middlesex	18444	16669	870	17539	9279	8260	73	1971	3137	4219	3724	2780	1341	347	1330	6341
39	Elgin	8946	7841	861	8702	4704	3998	60	846	1620	1918	1263	1263	832	.....	335	3361
40	Kent	8786	7388	544	7932	4205	3727	39	801	1473	1935	1624	1267	494	288	908	2868
41	Lambton	9202	8357	445	7802	4717	4085	15	790	1596	2044	1918	1346	722	292	545	3181
42	Essex	6581	5372	244	5716	2993	2723	29	790	1110	1551	1271	770	314	.....	853	1998
43	District of Algoma	500	337	2	339	165	174	21	24	41	81	61	62	70	.....	.....	171
	Total	377325	323635	20537	344232	182542	161690	2272	38375	60126	86112	70707	50314	26270	6128	32716	135150
	CITIES.																
44	Toronto	11111	8946	10	8653	4346	4310	.....	718	1135	1818	1723	1761	1481	.....	1600	4344
45	Hamilton	5194	4795	26	4821	2393	2428	172	222	490	890	836	1116	1267	.....	.....	2208
46	Kingston	3500	3084	39	3123	1636	1487	.....	125	334	580	537	599	948	.....	350	1447
47	London	4300	3851	396	4157	2163	1994	.....	367	579	877	902	939	493	.....	.....	1655
48	Ottawa	4550	3814	52	3866	2078	1788	25	332	379	632	792	766	833	.....	.....	1580
	Total	28605	24190	433	24623	12616	12007	197	1764	3049	4817	4790	5181	5022	.....	1950	11234
	TOWNS.																
49	Amherstburg	655	542	26	568	330	238	15	35	53	149	139	175	17	.....	44	265
50	Barrie	650	606	3	609	302	307	.....	39	85	105	119	110	151	.....	.....	230
51	Bellefleur	2000	1903	43	1946	972	974	.....	180	285	567	542	332	40	.....	.....	673
52	Berlin	874	738	9	747	366	381	18	57	103	177	195	157	78	.....	57	308

PUPILS ATTENDING THE COMMON SCHOOLS.

NUMBER IN THE DIFFERENT BRANCHES OF INSTRUCTION.

No.	READING.					Arithmetic.	Grammar.	General Geography.	Canadian Geography.	History.	Writing.	Book-keeping.	Mensuration.	Algebra.	Geometry.	Natural Philosophy.	Vocal Music.	Linear Drawing.	Number of girls learning needlework.	Other studies.
	1st class (lowest).	2nd class.	3rd class.	4th class.	5th class.															
34	3541	2779	3330	2666	2031	8027	3196	4745	1486	1095	7603	339	358	121	65	98	1107	.....	76	20
35	2706	2623	2152	1858	1829	5951	2572	3670	1448	1036	6996	90	83	178	87	72	1209	.....	30	248
36	3456	3608	3699	3099	2939	8917	3844	6004	1933	1673	8576	310	126	206	150	314	1808	409	35	236
37	2434	2623	2282	1876	1874	6251	2689	3766	1840	1076	5706	405	59	125	72	271	1463	260	91	179
38	3291	3662	3254	2900	3875	9846	4923	6556	2687	2952	9324	399	185	456	290	504	1317	177	65	149
39	1325	1247	1514	1308	2342	5370	2563	3140	1969	1653	4660	635	81	263	109	245	23	58	15	98
40	1710	1813	1652	1281	1634	4819	2167	3230	1445	1286	4610	268	23	140	59	143	510	117	78	20
41	1720	1812	1709	1465	1794	4787	2266	2845	1436	1273	4631	284	16	90	58	49	840	31	.....	.....
42	1493	1111	1085	959	790	2799	1135	1438	1541	1482	3074	51	4	42	9	53	144	2	20	25
43	149	35	60	54	41	175	135	196	27	37	175	5	.....	.....	.....	.....	.....	.....	.....	73
	72428	65008	68309	59704	64412	108018	90060	110245	54610	49057	191412	10136	3947	5558	2689	7079	30016	2985	2161	4381
44	3180	1651	1746	1083	1189	7404	3576	6845	6264	2322	5431	175	223	279	191	191	3851	118	2221	.....
45	1450	1474	1166	582	518	4709	1241	4464	4321	527	4678	72	146	111	40	30	1440	168	813	300
46	831	638	776	461	157	2029	1437	1751	2436	715	2034	231	190	164	128	70	1338	184	832	34
47	596	1186	1047	472	396	3046	2692	3005	3914	877	3049	193	466	472	165	412	764	768	484	768
48	1139	634	1269	475	362	2130	1722	1593	1974	1056	2024	134	113	89	73	102	869	32	110	375
	7196	5583	6004	3073	2622	19408	10638	17663	18909	5497	17216	805	1138	1115	597	805	8262	1270	4460	1477
49	123	116	131	127	71	344	295	348	81	82	411	26	16	30	16	30	327	.....	.....	.....
50	150	102	228	89	40	404	214	328	122	96	359	.....	.....	.....	.....	.....	52	.....	56	.....
51	621	411	338	316	270	1280	958	1058	97	271	1169	39	.....	7	3	16	117	.....	240	948
52	257	159	104	104	98	450	256	443	189	114	451	8	.....	27	11	39	656	268	.....	.....

TABLE B.—The Common Schools of Ontario.—Continued.

No.	TOWNS.—Continued.	School population between 5 and 16 years of age.	Pupils between 5 and 16 years of age.	Pupils of other ages.	Total No. of pupils of all ages attending school.	Boys.	Girls.	Indigent pupils.	NUMBER OF PUPILS ATTENDING SCHOOL.							Number of children not attending any school whatever.	Average attendance of pupils.
									Less than 20 days during the year.	20 to 50 days.	50 to 100 days.	100 to 150 days.	150 to 200 days.	200 days to the whole year.	Whose days are not reported.		
53	Bothwell	404	401	10	411	232	179	...	48	83	94	93	60	33	...	85	136
54	Bowmanville	850	638	19	657	339	318	87	32	79	151	156	170	69	...	60	346
55	Brantford	2000	2007	47	2054	896	1158	32	172	307	417	379	436	343	...	...	739
56	Brockville	1100	1057	25	1082	534	548	...	50	82	161	127	197	195	270	80	501
57	Chatham	1300	1222	41	1263	639	624	3	108	171	305	322	240	117	...	...	489
58	Clifton	390	360	...	360	185	175	...	27	49	86	74	87	37	...	30	155
59	Cobourg	1100	761	29	790	519	271	166	62	108	171	181	115	153	...	...	447
60	Collingwood	536	513	9	522	295	227	...	56	78	118	100	136	34	...	...	223
61	Cornwall	600	516	24	540	292	248	...	50	103	90	113	90	33	...	160	200
62	Dundas	800	785	...	790	451	339	86	84	140	272	178	105	11	...	...	315
63	Galt	1050	844	1	845	404	441	...	31	72	162	163	232	185	...	...	509
64	Goderich	1000	960	7	967	486	481	...	59	102	209	188	271	138	...	...	528
65	Guelph	1000	1393	21	1414	786	628	86	117	294	434	314	221	34	...	12	672
66	Ingersoll	1000	685	29	714	324	390	56	62	121	177	133	133	88	...	260	315
67	Lindsay	800	751	7	758	423	335	...	49	160	235	182	114	18	...	21	261
68	Milton	270	260	7	267	140	137	...	13	30	60	55	64	45	...	...	159
69	Napanee	700	664	31	695	362	333	8	103	155	248	112	76	1	...	...	220
70	Niagara	582	575	8	583	227	136	...	38	61	79	106	77	92	...	...	199
71	Oakville	450	451	1	452	236	216	27	38	60	123	81	79	70	...	...	184
72	Owen Sound	810	752	13	765	354	411	...	65	91	147	203	226	33	...	100	421
73	Paris	800	762	6	768	391	377	...	32	135	214	193	157	37	...	...	292
74	Perth	700	579	9	588	296	292	...	31	73	439	108	177	56	...	12	334
75	Peterborough	1200	1154	20	1174	513	661	43	100	200	439	233	157	45	...	200	459
76	Pictou	680	501	21	522	259	263	2	25	71	146	124	103	53	...	...	246
77	Port Hope	1211	866	45	911	536	375	...	30	192	175	190	225	99	...	150	506
78	Prescott	600	400	1	401	150	251	10	16	64	100	94	105	22	...	150	252
79	Sandwich	430	259	20	279	159	190	...	11	130	84	90	50	4	...	...	118
80	Sarnia	660	660	15	675	291	384	60	53	130	123	201	121	47	...	...	272
81	St. Catharines	2722	1811	10	1821	901	920	...	105	209	407	333	449	228	...	...	761
82	St. Marys	1076	1076	1	1077	558	519	9	134	243	298	232	150	20	...	25	368
83	St. Thomas	520	450	47	497	243	254	30	13	72	130	106	135	41	...	...	269
84	Simcoe	414	451	22	473	266	207	...	90	78	124	118	118	19	...	...	194
85	Stratford	999	963	22	985	522	463	6	40	113	230	198	251	103	...	52	381

PUPILS ATTENDING THE COMMON SCHOOLS.

NUMBER IN THE DIFFERENT BRANCHES OF INSTRUCTION.

No.	READING.				Arithmetic.	Grammar.	General Geography.	Canadian Geography.	History.	Writing.	Book-keeping.	Mensuration.	Algebra.	Geometry.	Natural Philosophy.	Vocal Music.	Linear Drawing.	Number of girls learning needlework.	Other studies.
	1st class (lowest).	2nd class.	3rd class.	4th class.	5th class.														
34	187	70	73	47	38	158	241	129	74	197	7	2	8	4	4	342	9	25	
35	167	142	135	169	54	348	290	490	52	490	127	123	228	4	4	1716			
55	396	928	647	275	208	986	1884	414	767	1964				31	117			50	
56	381	168	217	245	196	416	565	206	256	718	2	40	80	5	95				
57	381	195	230	255	177	489	568	146	262	733	73	35	54	14	101	1			
58	80	113	167	180	78	230	190	230	73	230	16			3	35	40	25	80	
59	135	180	188	189	98	412	521	257	142	608	35		26	10		150		94	
60	168	169	144	74	54	211	270		35	254	20								
61	142	176	103	74	46	286	303	46	126	172	15		20		7				
62	120	210	149	169	124	504	552	139	85	725	15		23	18	3				
63	120	150	124	177	45	222	506	100	45	506	25	6	20	25		51			
64	262	310	252	129	80	467	765	80	80	765	40	2	10	15	80	967			
65	293	264	384	364	199	792	790	119	185	973	37	14	55	16	2	128	159	178	
66	182	133	152	75	134	249	254		177	323	43	5	26	10	14	37	13	23	
67	279	174	127	85	33	256	306	60	128	479	59	12	13	14	14	12	20		
68	62	65	54	36	40	140	140	36	27	205	20		27		2				
69	98	115	157	220	125	232	377	171	65	481		2	10	10	1				
70	80	84	77	88	60	273	202	253	42	293	14		10	10	15	16		13	
71	145	109	109	94	10	134	163		12	394									
72	253	104	195	143	70	408	512	70	70	408	21	35	11	5					
73	217	226	166	109	48	709	487	63	155	687	48	7	48	15	39	112		20	
74	109	118	100	100	39	206	206	112	18	224			4	4					
75	172	401	266	212	92	910	804	78	188	914	75		16	8	6	370	64	232	
76	100	35	125	140	111	453	309	95	66	377	68	10	71	15	45	239	50	102	171
77	253	175	204	150	110	638	380	65	213	911	35		62	15		80	25		
78	127	71	38	84	81	284	175	15	149	304	7				45	177	18	95	
79	50	53	48	68	50	209	156	129	72	197	16	8	15	15	15	90	64	25	55
80	175	174	188	93	39	484	592	14	39	429	14		18	6	44	372	30		
81	586	482	480	229	144	590	814	107	149	1203	63	1	42	14	57	589		42	40
82	315	390	213	114	45	463	426	418	29	543			168	5	24	519		400	
83	97	114	101	115	170	326	254		100	226	45	10	45	35	39	250			
84	84	57	126	103	165	405	311	24	251	251	82		62	19	20	250		40	
85	271	153	152	192	107	495	405	272	114	417	18	19	35		15	200			

TABLE B.—The Common Schools of Ontario—Continued

PUPILS ATTENDING THE COMMON SCHOOLS.																	
No.	TOWNS—Continued.	School population between 5 and 16 years of age.	Pupils between 5 and 16 years of age.	Pupils of other ages.	Total No. of Pupils of all ages attending school.	Boys.	Girls.	Indigent pupils.	NUMBER OF PUPILS ATTENDING SCHOOL.							Number of children not attending any school whatever.	Average attendance of pupils.
									Less than 20 days during the year.	20 to 50 days.	50 to 100 days.	100 to 150 days.	150 to 200 days.	200 days to the whole year.	Whose days are not reported.		
86	Whitby	887	676	19	695	392	303	.....	43	104	138	156	147	107	.....	111	312
87	Windsor	950	756	3	759	405	354	.....	79	147	195	166	172	.....	.....	.....	316
88	Woodstock	1263	1037	27	1064	567	497	30	99	202	238	192	216	117	.....	60	438
	Total	36707	31365	703	32288	16543	15745	884	2456	5035	7982	6964	6628	2953	270	1669	14033
VILLAGES.																	
89	Amprior	450	368	2	370	197	173	.....	44	58	73	82	69	44	.....	.....	176
90	Ashburnham	386	126	4	130	77	53	7	2	5	6	25	39	53	.....	.....	78
91	Aurora	266	250	13	263	164	99	.....	24	33	43	53	60	40	10	.....	120
92	Bath	159	107	1	108	66	42	.....	6	9	11	7	5	70	.....	32	76
93	Bradford	367	226	4	230	150	80	.....	0	20	60	70	50	30	.....	.....	173
94	Brampton	500	402	.....	462	245	217	.....	40	41	76	104	201	.....	.....	.....	269
95	Brighton	353	350	15	365	181	184	.....	36	51	90	77	74	37	.....	6	158
96	Caledonia	290	282	3	285	154	131	.....	32	59	129	31	24	10	.....	.....	109
97	Cayuga	250	236	.....	236	136	100	.....	16	48	69	41	35	13	.....	.....	92
98	Chippewa	390	306	.....	306	155	151	.....	16	25	54	68	73	70	.....	20	148
99	Clinton	450	429	4	433	210	223	.....	40	48	95	79	111	60	.....	.....	205
100	Colborne	250	205	10	215	111	104	.....	12	46	51	52	50	4	.....	.....	94
101	Dunville	500	393	28	421	218	203	.....	69	65	105	85	74	23	.....	80	167
102	Elora	520	506	11	517	324	193	.....	27	76	148	125	88	53	.....	.....	192
103	Embro	180	150	16	166	81	85	.....	19	15	27	44	48	13	.....	.....	79
104	Fergus	500	453	5	458	247	211	.....	21	41	127	107	80	82	.....	.....	170
105	Fort Erie	300	140	10	150	80	70	.....	8	10	35	40	30	27	.....	.....	129
106	Gananoque	488	396	.....	396	204	192	.....	31	79	123	77	78	8	.....	50	178
107	Garden Island	220	143	.....	143	81	62	.....	1	6	25	30	38	43	.....	.....	92
108	Georgetown	480	360	9	369	214	155	.....	45	67	100	71	74	112	.....	20	165
109	Hawkesbury	347	246	9	255	144	111	.....	12	25	51	56	55	56	.....	62	142
110	Hespeler	368	328	7	335	194	141	.....	28	39	62	46	80	80	.....	30	180
111	Holland Landing	150	120	46	166	70	96	.....	12	23	35	41	40	15	.....	47	95

PUPILS ATTENDING THE COMMON SCHOOLS.

NUMBER IN THE DIFFERENT BRANCHES OF INSTRUCTION.

No.	READING.					Arithmetic.	Grammar.	General Geography.	Canadian Geography.	History.	Writing.	Book-keeping.	Mensuration.	Algebra.	Geometry.	Natural Philosophy.	Vocal Music.	Linear Drawing.	Number of girls learning needlework.	Other studies.
	1st class (lowest).	2nd class.	3rd class.	4th class.	5th class.															
86	223	172	116	127	47	588	545	592	468	49	598	20	21	16	29	6	466	293	121	.....
87	201	168	147	155	88	501	221	191	29	38	465	18	.....	.....	6	84	376	332	164	.....
88	189	244	225	176	230	769	400	587	.....	250	406	64	23	38	26	.....	.....	.....	.....	98
	8022	7043	7048	5818	3944	23468	14354	18318	4362	5061	21420	1215	452	1341	428	1120	8401	1397	1915	1417
89	96	102	57	66	45	100	40	40	.....	.....	100	.....	.....	.....	1	1	.....	.....	.....	.....
90	50	24	30	14	8	76	52	65	8	8	65	2	1	1	1	1	1	1	20	.....
91	35	25	31	30	16	95	20	25	.....	30	120	10	.....	3	4	6	.....	.....	.....	.....
92	15	18	30	33	12	75	45	75	.....	35	75	35	13	8	4	12	108	.....	.....	.....
93	35	20	35	76	54	145	96	114	42	81	145	21	6	18	18	12	.....	.....	40	.....
94	96	58	85	128	100	333	195	196	47	53	318	9	.....	.....	20	20	.....	.....	.....	.....
95	86	113	70	45	51	287	187	287	49	.....	287	12	.....	17	10	.....	.....	.....	.....	.....
96	46	68	60	66	45	189	159	159	.....	45	159	.....	.....	2	2	.....	.....	.....	.....	.....
97	68	61	25	12	60	108	97	108	.....	60	108	15	.....	15	15	5	.....	.....	.....	.....
98	55	46	50	49	106	251	135	152	102	109	236	21	6	15	15	.....	15	.....	.....	.....
99	125	104	78	41	85	308	200	224	.....	26	388	.....	.....	7	3	.....	84	.....	306	.....
100	20	30	45	80	40	195	203	195	.....	40	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
101	93	78	106	66	65	209	116	63	38	47	215	12	.....	18	3	.....	.....	.....	.....	.....
102	81	131	95	114	94	358	262	313	14	94	289	9	.....	14	.....	6	30	.....	14	.....
103	10	18	29	25	30	73	54	55	6	30	322	4	6	5	6	6	56	.....	.....	.....
104	128	95	88	63	74	439	239	291	43	111	55	38	27	29	6	8	173	.....	.....	.....
105	33	30	36	40	14	90	26	50	12	12	443	10	.....	6	2	.....	66	.....	.....	90
106	135	81	84	96	.....	182	161	170	.....	20	90	.....	.....	.....	.....	.....	.....	.....	.....	.....
107	32	49	25	17	20	123	37	30	.....	20	377	5	6	4	4	.....	.....	2	30	.....
108	83	126	59	60	41	222	127	140	33	68	123	9	.....	12	7	.....	.....	.....	.....	.....
109	49	50	61	47	48	173	86	133	36	34	170	10	15	24	11	.....	.....	.....	.....	.....
110	90	60	79	47	59	221	45	212	24	.....	170	24	19	15	2	26	.....	.....	.....	.....
111	50	40	40	35	31	100	40	25	7	15	140	1	2	.....	.....	.....	.....	.....	.....	.....

TABLE B.—The Common Schools of Ontario.—Continued.

No.	VILLAGES.—Cont'd.	School population between 5 and 16 years of age.	Pupils between 5 and 16 years of age.	Pupils of other ages.	Total No. of pupils of all ages attending school.	Boys.	Girls.	Indigent pupils.	NUMBER OF PUPILS ATTENDING SCHOOL.							Number of children not attending any school whatever.	Average attendance of pupils.
									Less than 20 days during the year.	20 to 50 days.	50 to 100 days.	100 to 150 days.	150 to 200 days.	200 days to the whole year.	Whose days are not reported.		
112	Incoquois	262	154	154	154	85	68	..	17	33	29	31	23	21	..	..	71
113	Kemptville	350	211	211	211	115	96	10	1	30	50	48	66	16	..	..	115
114	Kincardine	500	480	488	488	290	198	..	64	82	159	103	57	23	165	..	206
115	Lanark	275	164	165	165	142	73	..	..	..	..	..	..	..	..	..	79
116	Listowel	380	353	353	353	173	180	..	63	54	105	81	38	12	..	30	129
117	Merrickville	315	242	244	244	144	100	..	26	36	63	46	53	20	..	..	108
118	Mitchell	500	443	443	443	222	221	..	42	39	76	84	136	66	..	..	220
119	Morrisburg	357	282	282	282	164	164	..	30	55	64	45	52	36	..	30	134
120	Mount Forest	450	424	424	424	205	247	..	20	10	21	1	..	..	..	..	147
121	Newburgh	250	228	228	228	127	101	..	24	23	57	49	69	6	400	..	104
122	Newcastle	185	165	169	169	98	71	..	3	8	38	46	48	26	..	20	95
123	New Edinburgh	150	139	139	139	83	56	..	7	15	34	36	34	13	..	..	75
124	New Hamburg	331	331	336	336	193	143	..	17	42	84	68	61	64	..	..	164
125	Newmarket	500	443	470	470	261	209	57	63	69	116	106	92	24	..	..	170
126	Olsprings	160	133	134	134	59	75	..	23	19	27	25	15	25	..	27	45
127	Orangeville	290	270	273	273	144	129	..	10	70	100	59	28	6	..	..	141
128	Orillia	250	240	247	247	150	97	..	33	43	59	37	50	25	..	10	105
129	Oshawa	834	704	704	704	344	360	81	73	107	157	148	170	49	..	..	284
130	Pembroke	265	238	245	245	135	110	6	20	28	77	45	32	17	26	..	84
131	Petrolia	400	391	426	426	196	230	..	55	84	118	67	62	40	..	16	166
132	Portsmouth	400	397	368	368	217	151	6	35	75	115	85	37	21	..	8	134
133	Port Dalhousie	341	370	286	286	161	125	..	19	44	73	57	49	44	..	25	128
134	Preston	400	377	377	377	198	179	..	17	31	81	74	109	65	..	25	163
135	Renfrew	180	185	135	135	76	59	12	3	19	20	16	50	27	..	40	67
136	Richmond	200	132	132	132	63	69	20	30	16	42	37	27	..	..	50	39
137	Seaford	333	269	281	281	145	136	..	32	62	72	55	56	4	..	..	109
138	Smith's Falls	369	293	295	295	146	149	23	77	79	77	79	49	32	..	..	123
139	Southampton	280	280	280	280	127	153	..	29	40	62	57	51	21	..	..	108
140	Stirling	290	211	225	225	120	105	..	12	47	63	60	41	2	..	..	97
141	Strathroy	500	447	447	447	254	193	..	29	63	80	116	114	45	..	..	235
142	Streetsville	250	252	264	264	158	106	..	31	71	82	43	28	9	..	10	99
143	Thorold	500	460	464	464	250	214	86	55	110	129	82	76	12	..	30	212
144	Trenton	610	568	569	569	304	265	10	37	100	137	146	129	10	..	..	221

PUPILS ATTENDING THE COMMON SCHOOLS.

NUMBER IN THE DIFFERENT BRANCHES OF INSTRUCTION.

No.	READING.					Arithmetic.	Grammar.	General Geography.	Canadian Geography.	History.	Writing.	Book-keeping.	Mensuration.	Algebra.	Geometry.	Natural Philosophy.	Vocal Music.	Linear Drawing.	Number of girls learning needlework.	Other studies.
	1st class (lowest).	2nd class.	3rd class.	4th class.	5th class.															
112	13	34	23	33	19	100	27	38	8	57	95	6	6	6	6	6	6	10	8	...
113	30	49	52	45	35	151	80	132	7	...	136	6	...	...	...	...	...	10	...	...
114	140	94	74	121	59	137	129	131	29	...	254	8	...	...	...	...	...	10	...	...
115	32	30	20	45	38	163	103	161	...	25	163	5	...	15	7	...	...	...	...	...
116	111	700	47	55	40	112	50	142	...	40	142	...	...	...	...	...	...	...	...	...
117	50	47	54	34	39	147	82	94	6	28	147	...	1	...	1	...	...	...	20	...
118	116	100	82	67	78	269	192	314	36	17	269	13	7	14	6	21	...	...	...	...
119	83	45	48	46	60	160	40	34	...	35	144	10	...	...	...	...	...	...	...	...
120	69	81	90	94	54	271	181	186	49	42	256	15	12	17	16	163	...	...	...	...
121	32	50	78	78	...	156	84	99	...	40	132	...	...	...	...	...	...	...	...	...
122	37	33	48	30	21	132	47	93	...	...	...	...	...	...	...	...	...	...	...	...
123	36	34	28	26	28	54	31	28	7	7	56	...	1	2	2	...	...	...	27	...
124	102	97	60	30	44	286	91	177	...	28	336	5	7	9	6	...	...	...	...	...
125	98	71	77	83	73	290	164	274	92	70	286	9	...	11	...	30	...	...	...	...
126	21	34	23	27	23	37	50	41	15	9	65	...	...	3	5	...	...	...	...	...
127	55	60	61	27	25	169	76	76	...	...	124	...	...	...	...	...	...	...	10	...
128	37	12	28	22	24	47	25	31	...	8	48	8	...	9	6	...	...	...	...	...
129	261	194	139	87	85	595	251	473	232	92	555	20	...	12	6	24	624	226	133	584
130	70	45	36	37	8	103	73	74	...	...	111	...	...	...	...	...	...	...	12	...
131	96	138	54	49	40	310	263	265	49	49	300	16	...	16	16	...	300	...	...	...
132	60	75	79	91	63	152	198	204	78	67	225	10	9	15	10	42	...	...	...	...
133	70	57	78	55	26	241	80	87	57	57	302	14	14	12	2	26	187	7	...	...
134	118	117	51	47	38	296	175	206	55	86	302	8	18	6	6	6	326	19	88	...
135	22	45	15	26	27	68	68	68	40	...	80	...	...	...	...	...	...	...	...	...
136	30	24	25	27	26	40	36	22	21	21	60	...	...	...	...	...	...	...	...	...
137	70	44	45	65	27	211	132	122	27	45	147	16	...	11	3	...	...	...	...	...
138	74	55	65	60	61	157	117	109	...	9	213	...	...	...	...	...	...	...	...	...
139	48	34	97	30	54	225	90	110	30	41	206	24	12	12	13	24	...	...	...	...
140	63	55	107	...	...	107	40	30	...	...	130	...	...	...	...	...	...	...	...	...
141	90	72	127	100	58	285	49	205	...	...	285	...	...	...	...	...	...	...	...	...
142	36	75	90	63	...	161	127	84	...	38	172	12	...	8	...	...	...	...	96	...
143	53	105	100	105	56	307	183	168	18	23	328	12	...	5	...	4	40	...	...	...
144	152	139	159	116	62	327	158	265	23	48	245	15	...	11	5	23	150	...	...	...

TABLE B.—The Common Schools of Ontario—Continued.

PUPILS ATTENDING THE COMMON SCHOOLS.

No.	VILLAGES—Cont'd.	School population between 5 and 16 years of age.	Pupils between 5 and 16 years of age.	Pupils of other ages.	Total No. of pupils of all ages attending school.	Boys.	Girls.	Indigent pupils.	NUMBER OF PUPILS ATTENDING SCHOOL.							Number of children not attending any school whatever.	Average attendance of pupils.
									Less than 20 the year.	20 to 50 days.	50 to 100 days.	100 to 150 days.	150 to 200 days.	200 days to the whole year.	Whose days are not reported.		
145	Vienna.....	245	221	18	239	129	110	.....	16	58	54	42	54	15	.....	.....	122
146	Wardsville.....	173	216	10	226	104	122	.....	14	42	65	54	49	2	.....	.....	98
147	Waterloo.....	450	407	3	410	230	180	.....	38	42	68	75	87	100	.....	43	226
148	Welland.....	300	234	3	237	137	100	.....	40	47	64	50	31	5	.....	.....	88
149	Wellington.....	136	130	11	141	82	59	.....	5	11	32	54	24	15	.....	6	58
150	Yorkville.....	500	433	2	438	221	217	.....	34	69	88	88	63	96	.....	.....	207
	Total.....	21678	18322	434	18756	10106	8650	318	1612	2751	4431	3806	3686	1859	611	717	8561
151	Total Counties.....	377325	323695	20537	344232	182542	161690	2272	38575	66126	86112	70707	50314	26270	6128	32716	135150
152	“ Cities.....	28605	24190	433	24623	12616	12007	197	1764	2049	4817	4790	5181	5022	.....	1950	11234
153	“ Towns.....	36707	31585	703	32288	16343	15745	884	2456	5035	7382	6964	6628	2553	270	1669	14033
154	“ Villages.....	21678	18322	434	18756	10106	8650	318	1612	2751	4431	3806	3686	1859	611	717	8561
155	Grand Total, 1868.....	464315	397792	22107	419899	221807	198092	3671	44407	76961	103342	86207	65809	36104	7009	37032	169978
156	“ 1867.....	447726	380511	21132	401643	213019	188624	4429	41672	75436	100912	81215	61214	32578	8616	33515	163974
157	Increase.....	16589	17281	975	19256	8788	9468	.....	2735	1525	2430	5052	4595	3526	.....	.....	6004
158	Decrease.....	.....	.....	.....	.....	.....	.....	758	.....	.....	.....	.....	.....	1607	.....	2463	.....

PUPILS ATTENDING THE COMMON SCHOOLS.

NUMBER IN THE DIFFERENT BRANCHES OF INSTRUCTION.

No.	READING.					Arithmetic.	Grammar.	General Geography.		Canadian Geography.	History.	Writing.	Book-keeping.	Mensuration.	Algebra.	Geometry.	Natural Philosophy.	Vocal Music.	Linear Drawing.	Number of girls learning needlework.	Other studies.
	1st class (lowest.)	2nd class.	3rd class.	4th class.	5th class.																
145	32	30	71	71	35	199	98	126	12	12	12	139	27	.....	21	.....	.....	.....	.....	.....	.....
146	63	47	45	7	64	180	116	116	14	14	14	156	1	.....	.....	.....	.....	.....	.....	.....	.....
147	156	90	80	62	22	207	207	207	52	52	52	207	10	.....	22	6	.....	410	162	.....	.....
148	62	38	34	48	.....	71	62	60	.....	.....	35	91	.....	.....	7	2	7	.....	.....	.....	.....
149	20	17	27	24	53	106	49	63	29	16	16	110	12	.....	4	3	.....	.....	59	.....	.....
150	125	80	116	69	48	292	129	202	40	65	65	202	12	.....	.....	.....	.....	323	.....	90	.....
	434	3964	3838	3343	2696	11844	6858	8439	1497	2134	2134	11898	325	189	460	233	388	3056	496	588	987
151	72428	65008	68309	59704	64412	198018	90060	119245	54610	49057	49057	191412	10136	3947	5558	2689	7079	30016	2985	2161	4381
152	7196	5583	6004	3073	2622	19408	10638	17663	18909	5497	5497	17216	805	1138	1115	597	805	8262	1270	4460	1477
153	8022	7043	7048	5818	3944	23468	14354	18518	4362	5661	5661	21420	1215	452	1341	428	1120	8401	1397	1915	1417
154	4344	3964	3838	3343	2696	11844	6858	8439	1497	2134	2134	11898	525	189	400	233	338	3056	496	588	987
155	91990	82198	85199	71938	73674	252738	121940	123665	79378	61740	61740	241946	12681	5726	8474	3947	9342	49735	6148	9124	8262
156	79365	80710	83211	68896	71987	241501	118022	147412	74761	61787	61787	231734	10138	4329	7926	3788	11160	47618	5450	7875	8019
157	12625	1488	1988	3042	1687	11297	3918	10453	4617	.....	.....	10212	2543	1397	548	159	.....	2117	698	1249	243
158	.....	.....	.....	.....	.....	.....	.....	.....	.....	38	.....	.....	.....	.....	.....	.....	1818	.....	.....	.....	.....

TABLE C.—The Common

COMMON SCHOOL

TOTALS.	TOTAL.			RELIGIOUS DENOMINATIONS.												
	Common School Teachers.	Male.	Female.	Church of England.	Church of Rome.	Presbyterian.	Methodist.	Baptist.	Congregationalist.	Lutheran.	Quaker.	Christian and Disciple.	Reported as Protestant.	Unitarian.	Other persuasions.	Not reported.
Total Counties	4288	2532	1756	660	425	1356	1355	241	44	22	10	38	97	3	13	24
“ Cities	219	59	160	45	58	55	46	6	6	.....	.....	.....	.....	.....	1	2
“ Towns	316	112	204	68	63	96	62	16	4	1	.....	4	.....	.....	.....	2
“ Villages	173	74	99	38	17	57	43	8	1	.....	.....	.....	6	.....	2	1
Grand Total, 1868....	4996	2777	2219	811	563	1564	1506	271	55	23	10	42	163	3	16	29
“ 1867....	4890	2849	2041	795	552	1542	1415	266	63	24	15	43	73	....	29	71
Increase.....	106	.....	178	16	11	22	91	5	.....	.....	.....	.....	30	3	.....	.....
Decrease .....	.....	72	.....	.....	.....	.....	.....	.....	10	1	5	1	.....	.....	13	42

Schools of Ontario.

TEACHERS.

Total holding Certificates.	CERTIFICATES.								Number of Scholars who attended Normal School without obtaining Certificates.	Number of Schools in which Teacher was changed during the year.	Number of Schools having more than one Teacher.	ANNUAL SALARIES.					
	Normal School.		County Board.			Unclassified.	Unqualified.	Certificates annulled.				Highest Salary paid.	Lowest Salary paid Male Teacher.	Male Teacher, with Board.	Male Teacher, without Board.	Female Teacher, with Board.	Female Teacher, without Board.
	1st class.	2nd class.	1st class.	2nd class.	3rd class.												
4271	148	259	1474	2065	325	17	....	10	22	637	82	635	100	....	260	....	188
163	42	37	76	6	2	56	....	....	....	7	63	1300	250	....	600	....	228
283	47	31	130	69	6	33	....	....	3	21	110	1000	260	....	477	....	224
165	20	20	73	44	8	8	....	....	2	30	47	600	300	....	418	....	193
<hr/>																	
4882	257	347	1753	2184	341	114	....	10	27	695	302	1300	100	....	447	....	226
4739	238	363	1661	2091	336	151	....	19	65	781	279	1350	96	....	446	....	226
<hr/>																	
143	19	....	92	93	....	....	....	....	....	....	23	....	4	....	1	....	....
....	....	16	....	....	45	37	....	9	38	86	....	50	....	....	....	....	....

TABLE D.—The Common

TOTALS.	SCHOOLS.					SCHOOL HOUSES.															
	Number of School Sections.	Number of Schools open.	Number of Schools closed or not reported.	Number of Free Schools.	Number of Schools, partly free, and otherwise.	KIND.						TITLE.				BUILT DURING THE YEAR.					
						Total Number of School Houses.	Brick.	Stone.	Frame.	Log.	Not reported.	Freehold.	Leased.	Rented.	Not reported.	Brick.	Stone.	Frame.	Log.	Not reported.	Total.
Total Counties..	4264	4189	75	3759	430	4211	601	387	1676	1527	20	3815	304	77	15	45	24	62	30	...	161
“ Cities	63	63	...	63	...	63	36	12	15	...	..	52	10	1	..	2	1	...	...	...	3
“ Towns	126	126	...	88	38	126	56	19	50	...	1	102	7	17	..	3	1	3	...	...	7
“ Villages ..	102	102	...	76	26	102	40	15	44	1	2	95	...	5	2	...	...	...	...	...	...
Grand Total, '68	4555	4480	75	3986	494	4502	733	433	1785	1528	23	4064	321	100	17	50	26	65	30	..	171
“ ‘67	4496	4422	74	3838	584	4447	679	381	1785	1581	21	3923	366	107	51	43	10	62	25	..	140
Increase	59	58	1	148	...	55	54	52	...	...	2	141	...	...	...	7	16	3	5	..	31
Decrease .....	...	...	...	...	90	...	...	...	...	53	...	...	45	7	34	...	...	...	...	...	...

Schools of Ontario.

SCHOOL VISITS.								Number of Examinations.	Number of Schools distributing prizes.	Number of Schools holding recitations.	LECTURES.			TIME OPEN.		
Total.	Local Superintendents.	Clergymen.	Municipal Councillors.	Magistrates.	Judges and Members of Parliament.	Trustees.	Other persons.				Total.	Local Superintendents.	Other persons.	Number of Schools whose time is reported.	Total number of months and days open, including holidays and vacations.	Average No. of months and days open, including holidays and vacations.
63877	8105	4741	1319	1596	382	16231	31503	6748	1349	2169	2905	2628	277	3968	44168.05	11.04
5572	1047	1411	101	55	10	946	2002	51	63	45	10	8	2	63	756.	12.
8486	1081	1848	156	166	40	1766	3429	211	70	68	20	15	5	126	1510.12	12.
4007	399	492	151	132	10	960	1863	133	39	50	61	33	28	100	1193.22	11.28
81942	10632	8492	1727	1949	442	19903	38797	7143	1521	2332	2996	2684	312	4257	47568.09	11.05
78221	10905	8290	1735	2172	549	19255	35315	7565	1647	1994	3167	2799	368	4365	48327.13	11.03
3721	.....	202	.....	.....	.....	648	3482	.....	.....	338	.....	.....	.....	.....	.....	02
.....	273	.....	8	223	107	.....	.....	422	126	.....	171	115	56	108	759.04	.....

TABLE E.—The Common

TOTALS.	NUMBER OF SCHOOLS USING																		
	No. of schools reported.	No. of schools opened and closed with prayer.	Schools using the Bible and Testament.	READERS.		SPELLING BOOKS.		ARITHMETICS			GRAMMARS.			GEOGRAPHIES.					
				Canadian National.	Irish National.	Various.	Sullivan or Irish National.	Various.	Irish National.	Sangster's National.	Various.	Sullivan or National.	Lennie.	Bullion.	Various.	Sullivan or National.	Lovell or Hodgins.	Various.	England.
Total Counties..	4189	2785	2783	3819	341	49	3365	270	311	3804	22	291	2530	720	347	260	3389	54	1782
“ Cities ...	63	63	62	46	11	17	63	....	1	59	3	....	43	20	1	....	63	....	52
“ Towns ...	126	121	111	103	10	10	104	15	3	121	2	12	54	43	22	4	112	5	78
“ Villages ..	102	192	79	86	12	4	81	15	....	100	2	....	57	31	15	8	88	5	54
Grand Total, '68	4480	3061	3035	4054	374	80	3613	300	315	4084	29	303	2684	814	385	272	3652	64	1966
“ '67	4422	2993	2996	....	4316	65	3402	320	456	3925	26	322	2652	787	580	302	3598	213	1945
Increase.....	58	68	39	4054	....	15	211	....	....	159	3	....	32	27	....	....	54	....	21
Decrease					3942			20	141			19			195	30		149	

Schools of Ontario.

BOOKS, MAPS AND APPARATUS.

HISTORIES.				BOOK-KEEPING		MENSURATION.		ALGEBRA.				GEOMETRY.				OTHER BOOKS.		APPARATUS.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																								
Greece or Rome.				Canada.		National Readers.		Various.		Irish National.		Various.		Irish National.		Various.		Todhunter.		Colenso.		Sangster.		Various.		Irish National.		Euclid.		Various.		Natural Philosophy.		Music.		Other Books.		Total No. of Maps.		Number of Schools using Maps.		Globes.		Blackboards.		Apparatus.		Tablet lessons.		Magic Lanterns.		Sch. museum of nat. hist.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																						
3	1080	169	33	729	649	694	44	3	651	597	179	37	991	24	6	8	23773	3240	1077	3989	272	999	41	28	3	1220	184	43	796	793	694	50	4	732	714	210	41	1157	62	6	63	26812	3530	1234	4253	359	1168	64	34																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																									
..	45	...	7	18	41	3	..	16	41	7	42	18	...	33	693	63	41	63	27	63	11	2	66	1190	482	31	777	809	794	52	..	731	646	225	39	1150	29	22	2	25930	3475	1177	4225	325	1097	75	34																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																									
..	52	4	1	29	59	3	..	39	38	13	75	14	...	14	1539	130	68	119	26	65	8	4</

TABLE G.—The Grammar

SCHOOLS.		MONEYS.						
GRAMMAR SCHOOLS.	COUNTIES.	RECEIPTS.						
		Balances from 1867.	Legislative Grant.		Local Sources.			Total receipts for 1868.
			For masters' salaries.	For maps, prizes, &c.	Municipal Grants.	Fees.	Balances and other sources.	
		\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.
Alexandria	Glengarry		242 00		200 00			442 00
Ancaster	Wentworth		250 00		100 00		100 00	450 00
Arnprior	Renfrew	126 08	283 00		520 00	13 00		942 08
Barrie	Simcoe	29 62	725 00	6 00	400 00	292 00		1452 62
Beamsville	Lincoln	6 60	290 00	5 00	150 00	83 00	5 00	539 60
Belleville	Hastings	378 50	1034 00	5 00	925 00	2 00		2344 50
Berlin	Waterloo	130 98	453 00	9 48	250 00	84 25	221 72	1149 43
Bowmanville	Durham		831 00	25 00	704 25	200 00		1760 25
Bradford	Simcoe	84 08	297 00		225 00	77 50		683 58
Brampton	Peel		686 00	15 00	336 00		165 00	1202 00
Brantford	Brant	316 54	565 00		555 00	547 00	2000 00	3983 54
Brockville	Leeds		466 00	25 00	760 00	105 00	283 50	1639 50
Caledonia	Haldimand	342 95	509 00	10 00	438 00	72 08		1372 63
Carleton Place	Lanark	69 84	403 00	5 00	458 05	7 11		943 00
Cayuga	Haldimand				55 00		195 00	250 00
Chatham	Kent	736 85	640 00		375 00	272 60		2024 45
Clinton	Huron		255 00		500 00	168 60		923 60
Coburg	Northumberland	200 66	871 00			1200 69	400 60	2672 35
Colborne	do	96 00	637 00	17 76	434 15		47 00	1231 91
Collingwood	Simcoe		304 00		300 00	150 00	50 00	804 00
Cornwall	Stormont		540 00		200 00	92 00	221 79	1053 79
Drummondville	Welland		347 00		147 00	245 00	11 94	750 94
Dundas	Wentworth	101 63	581 00		290 50	179 00	227 87	1380 00
Elora	Wellington	1 45	311 00		260 00			572 45
Farmersville	Leeds		332 09		161 00			493 00
Fergus	Wellington	74 33	431 00	15 00	250 00	102 60		872 33
Fonthill	Welland		660 00	18 30	330 00	560 00		1568 30
Galt	Waterloo	1024 99	1741 00		900 00	1421 71	9 15	5096 85
Gananoque	Leeds		460 00		495 00		55 00	1010 00
Goderich	Huron	464 17	671 00	10 00	400 00	223 93		1769 10
Grimsby	Lincoln	122 11	545 00	13 25	150 00	344 64	138 00	1314 00
Guelp	Wellington		882 00		420 22	95 75		1397 97
Hamilton	Wentworth		1164 00	25 00	800 00	1219 19		3208 19
Ingersoll	Oxford	242 00	635 00	10 00		55 00	42 89	984 89
Iroquois	Dundas	79 44	610 00		200 00	165 00	150 00	1204 44
Kemptville	Grenville	30 67	303 00		342 50			676 17
Kincardine	Bruce		306 00		348 58			654 58
Kingston	Frontenac	125 19	1473 00	25 00	775 00	1124 50	265 00	3787 69
Lindsay	Victoria		358 00	15 00	200 00	86 00	269 02	928 02
London	Middlesex		1117 00		32 45	420 50	526 05	2096 00
L'Orignal	Prescott	8 35	180 00	5 00	300 00		107 10	600 45
Manilla	Ontario		615 00	18 00	100 00	50 00	666 33	1449 33
Markham	York	129 25	588 00	23 75	300 00	192 50	8 85	1242 35
Metcalfe	Carleton		269 00		150 00		76 60	495 00
Milton	Halton		100 00	8 00	400 00	150 00		658 00
Morrisburgh	Dundas	1 00	406 00		270 50			677 50
Mount Pleasant	Brant		346 00		100 00	65 75	61 74	573 49
Napanee	Lennox	12 13	700 00	12 00	733 37		109 00	1616 50
Newburgh	Addington		819 00		228 67	68 77	358 80	1475 24
Newcastle	Durham	210 32	336 00	17 50	311 68	252 00		1127 50
Newmarket	York	0 49	273 00		400 00	308 00		981 49
Niagara	Lincoln	147 00	299 00		300 00	160 00		906 00
Norwood	Peterborough	288 44	574 00	5 88	264 00		1102 40	2234 72
Oakville	Halton		485 00	12 00	363 59		8 00	868 59
Oakwood	Victoria		255 00				245 00	500 00

Schools of Ontario.

MONEYS.						PUPILS AND TERMS OF ADMISSION.	
EXPENDITURE.						Number of pupils attending during 1868.	Fees per term of three months per pupil.
Masters' salaries.	Building, rent and repairs.	Maps, prizes and libraries.	Fuel, books and contingencies.	Total expenditure for 1868.	Balance over.		
\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.		
420 00	10 00	.....	12 00	442 00	.....	24	Free.
350 00	50 00	.....	50 00	450 00	.....	15	
600 00	76 31	.....	29 22	705 53	236 55	40	Free.
1417 00	.....	12 00	23 62	1452 62	.....	44	\$4.
500 00	.....	10 00	22 74	532 74	6 86	32	\$2 for girls.
1616 00	325 37	10 00	186 13	2137 50	207 00	126	Free to Co. and Town, others \$3.
1108 00	4 50	18 96	17 97	1149 43	.....	36	Free.
1600 00	.....	50 00	110 25	1760 25	.....	89	\$1.50, \$1.
524 75	.....	.....	61 26	586 01	97 57	44	75 cents.
914 00	.....	30 00	.....	944 00	258 00	66	Free.
1395 69	1467 56	.....	305 51	3168 76	814 73	48	\$4.50.
1300 00	.....	50 00	289 50	1639 50	.....	39	\$3.
733 33	18 49	20 00	208 06	979 88	392 15	33	75 cents.
633 34	45 23	10 00	83 95	772 52	170 48	42	Free.
165 00	41 34	.....	21 86	223 20	21 80	19	Free.
1120 53	205 87	.....	129 18	1455 58	568 87	76	\$3, \$2, \$1.
500 00	115 10	.....	147 11	762 21	161 39	57	\$2, \$1.
1883 75	606 57	.....	107 00	2597 32	75 03	160	\$3.50.
955 50	118 75	36 16	40 00	1150 41	81 50	71	Free.
500 00	250 00	.....	54 00	804 00	.....	30	
917 47	20 25	5 00	79 87	1022 59	31 20	44	
616 50	10 50	.....	105 35	732 35	18 59	38	\$2.50, \$2.
1380 00	.....	.....	.....	1380 00	.....	110	75 cents.
511 00	2 50	.....	47 13	560 63	11 82	45	
493 00	.....	.....	.....	493 00	.....	75	Free.
726 00	8 48	33 00	59 39	826 87	45 46	20	\$1.50.
1340 00	96 00	94 90	37 40	1568 30	.....	85	\$3.50.
2814 95	1022 90	34 15	198 89	4070 89	1025 96	149	\$4.
900 00	15 00	.....	95 00	1010 00	.....	60	
1240 80	210 27	28 25	94 46	1573 78	195 32	58	\$2.
1025 00	5 85	26 70	43 28	1101 83	212 17	55	\$3.
1102 00	7 14	.....	285 58	1394 72	3 25	86	75 cents.
2400 12	61 50	50 00	511 71	3023 33	184 86	143	\$4.
814 89	70 00	20 00	80 00	984 89	.....	60	75 cents.
960 00	50 00	.....	65 00	1075 00	129 44	82	\$2, \$1.
444 75	36 42	.....	62 33	543 50	132 67	52	Free.
565 40	.....	.....	89 18	654 58	.....	55	Free.
2471 50	166 88	51 15	146 30	2835 83	951 86	89	\$5, \$4.
660 00	146 00	30 00	92 62	928 62	.....	41	\$2.
2096 00	.....	.....	.....	2096 00	.....	74	\$1.50.
450 00	.....	20 40	.....	470 40	130 05	29	Free.
1365 00	.....	36 00	48 33	1449 33	.....	43	\$3 to \$1.
848 00	198 25	47 50	41 75	1135 50	106 85	43	\$2.
495 00	.....	.....	.....	495 00	.....	38	Free.
500 00	40 00	16 00	102 00	658 00	.....	38	\$2.50.
637 50	.....	.....	40 00	677 50	.....	47	Free.
551 63	.....	.....	21 66	573 49	.....	32	\$1.50.
1164 13	267 65	24 00	216 10	1611 28	5 22	40	Free.
1334 87	22 00	2 50	115 87	1475 24	.....	72	\$2.
800 00	.....	35 00	92 50	927 50	200 00	53	\$2.
893 83	48 80	.....	38 86	981 49	.....	30	\$4.
700 00	45 00	10 00	4 00	759 00	147 60	30	\$4.
1527 43	450 98	21 76	141 34	2141 51	93 21	27	Free.
758 59	21 00	24 00	65 00	868 59	.....	40	Free.
500 00	.....	.....	.....	500 00	.....	35	Free.

TABLE G.—The Grammar

SCHOOLS.		MONEYS.						
GRAMMAR SCHOOLS.	COUNTIES.	RECEIPTS.						
		Balance from 1867.	Legislative Grant.		Local Sources.			Total receipts for 1868.
			For Masters' salaries.	For Maps, prizes, &c.	Municipal grants.	Fees.	Balance and other sources.	
		\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.
Omamee	Victoria	77 29	639 00		200 00	24 00		940 29
Orangeville	Wellington	08	337 00	22 50	310 82			670 40
Osborne	Russell	100 00	243 00	5 00	150 00		222 62	720 62
Oshawa	Ontario	60 95	900 00	6 29	372 14	106 50		1445 88
Ottawa	Carleton	186 68	1149 00	28 00	625 00	1892 88		3881 56
Owen Sound	Grey		553 00		209 00		447 00	1200 00
Paris	Brant		515 00		134 93		297 00	946 93
Pakenham	Lanark		380 00		400 00			780 00
Pembroke	Renfrew		393 00	15 00	165 00	95 00		668 00
Perth	Lanark		625 00	5 00	482 50	41 57	480 00	1634 07
Peterborough	Peterborough	346 00	880 00		410 00	94 00		1730 00
Pictou	Prince Edward		452 00	19 29	1250 00	77 00	322 16	2120 45
Port Dover	Norfolk	22 10	418 00		100 00		106 90	647 00
Port Hope	Durham		772 00	36 09	768 99	482 00	36 09	2095 17
Port Perry	Ontario		150 00	32 92	150 00	50 00	100 00	482 92
Port Rowan	Norfolk	70 29	233 00	23 70			819 17	1146 16
Prescott	Grenville		389 00	7 00	389 00	133 25	148 38	1071 63
Renfrew	Renfrew	2 69	405 00	9 00	220 00	68 75		705 44
Richmond	Carleton	139 00	240 00		150 00			529 00
Richmond Hill	York		330 00		300 00			630 00
Sarnia	Lambton	1 75	302 00	44 35	523 80	198 00		1069 90
Scotland	Brant		230 00	16 00	212 50	9 00	356 44	823 94
Simcoe	Norfolk		649 00	10 00	412 00	49 00		1120 00
Smith's Falls	Lanark		375 00	8 00	340 00	109 75		832 75
Smithville	Lincoln	129 00	259 00		150 00	120 00		658 00
Stirling	Hastings	21 83	321 00		490 00		4 50	837 33
Stratford	Perth	390 74	622 00		150 00			1162 74
Strathroy	Middlesex		296 00	10 00	606 07			912 07
Streetsville	Peel		343 00	15 00	215 00			573 00
St. Catharines	Lincoln	201 84	848 00	15 00	430 00	467 85	19 49	1922 18
St. Thomas	Elgin		650 00		400 00	23 00		1073 00
St. Mary's	Perth		586 00	35 00	400 00		660 50	1681 50
Thorold	Welland		466 00		119 00	79 00	200 00	864 00
Toronto	York	2924 25	1697 00	20 00	327 00	946 67	501 50	6416 42
Trenton	Hastings		260 00	23 00	223 00			506 00
Uxbridge	Ontario	9 25	431 00	6 00	425 00			871 25
Vankleekhill	Prescott		273 00		300 00	127 00		700 00
Vienna	Elgin		360 00		282 00			642 00
Wardsville	Middlesex	122 00	311 00		100 00	40 00	27 00	600 00
Waterdown	Wentworth		289 00	33 45	144 50	87 50	274 20	828 65
Welland	Welland		400 00	8 00	375 00			783 00
Weston	York		654 00		320 00	304 25		1278 25
Whitby	Ontario		1114 00	15 00	700 00	60 00	537 38	2426 38
Williamstown	Glengarry		705 00	17 00	200 00	28 00	17 00	967 00
Windsor	Essex		543 00	15 00	300 00		83 00	941 00
Woodstock	Oxford	95 29	750 00	5 00	600 00	169 25		1619 54
Grand Total, '68		10482 69	53190 06	862 51	34182 76	16684 29	13787 48	129189 73
“ “ ‘67		9380 89	53691 00	870 66	39109 45	15605 53	15921 76	134579 29
Increase		1101 80				1078 76		
Decrease			501 00	8 15	4926 69		2134 23	5389 56

*This item includes the re-payment of a loan of \$537.98.

Schools of Ontario—Continued.

MONEYS.						PUPILS AND TERMS OF ADMISSION.	
EXPENDITURE.						Number of pupils attending during 1868.	Fees per term of three months per pupil,
Masters' salaries.	Buildings, rent and repairs.	Maps, prizes and libraries.	Fuel, books and contingencies.	Total expenditure for 1868.	Balance over.		
\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.		
839 00			99 75	938 75	1 54	82	Free.
469 00	112 53	45 00	43 87	670 40		43	Free.
500 00	200 00	10 00	10 62	720 62		34	
1269 23	20 00	12 58	78 12	1379 93	65 95	83	Free.
2962 57	409 91	73 30	150 06	3593 84	285 72	100	\$8, \$6.
1200 00				1200 00		47	Free.
852 50	12 43		82 00	946 93		32	\$3, non-residents.
700 00	60 00		20 00	780 00		40	
494 75	42 00	37 00	76 00	649 75	18 25	50	\$1.50.
1444 38		10 00	179 69	1634 07		144	\$1.50, non-res., 75cts., res.
1182 00	30 10	220 00	129 76	1561 86	168 14	80	
1268 63	20 17	38 58	561 19	1888 57	231 88	38	Free to 1st half.
450 00	60 00	12 00	40 00	562 00	85 00	47	Free.
1300 00	311 60	72 18	411 39	2095 17		77	\$4, \$3, \$2.
400 00		65 84	17 08	482 92		30	
600 00	106 95	47 70	345 88	1100 53	45 63	58	Free.
999 00	22 75	14 00	35 88	1064 63		61	\$1.50, 75cts.
555 00	8 00	18 00	29 90	610 90	94 54	47	75cts.
400 00	50 00		79 00	529 00		20	
600 00			30 00	630 00		39	Free.
800 00	44 44	88 70	136 76	1069 90		28	\$3.
443 22	297 52	38 00	2 20	780 94	43 00	77	\$1.50.
1100 00		20 00		1120 00		50	\$3.
725 00		16 00	36 95	777 95	54 80	46	\$3.75 non-res., 75cts. res.
390 00			15 30	405 30	252 70	45	\$2.
462 18	310 00		53 00	825 18	12 15	25	
950 00	43 30	17 00	128 00	1138 30	24 44	46	Free.
600 00	214 25	20 00	77 82	912 07		48	Free.
455 00	11 55	30 00	42 67	539 22	33 78	59	
1609 20	26 50	31 80	127 34	1794 84	127 34	65	\$5, \$4, \$3.
800 00	25 00	7 00		832 00	241 00	49	
1400 00	105 00	70 00	106 50	1681 50		51	Free.
814 00		5 00	45 00	864 00		40	75cts.
2819 00	669 61	52 75	138 09	3679 45	2736 97	114	\$5, \$4.
460 00		46 00		506 00		21	
690 00	112 90	12 00	35 45	850 35	20 90	69	Free.
650 00			50 00	700 00		46	Free to Co., \$3 to others.
600 00			42 00	642 00		35	Free.
600 00				600 00		38	\$1.
609 72		66 90	54 55	731 17	97 48	58	25cts.
700 00		16 00	67 00	783 00		100	Free.
974 00	212 00		92 25	1278 25		54	\$2.
1533 25	195 26	30 00	*667 87	2496 38		87	Free to Town, \$2 to others.
725 00		34 00	28 00	787 00	180 00	42	Free.
900 00		30 00	11 00	941 00		30	
1310 00	234 71	19 25	50 87	1614 83	4 71	64	\$1.
95848 60	10267 34	2184 01	9346 95	117646 90	11542 83	5649	
94820 08	19190 39	2137 71	8032 50	124180 68	10398 61	5696	
1028 52		46 30	1314 45		1144 22		
	8923 05			6533 78		47	

TABLE H.—The Grammar

NUMBER OF PUPILS IN THE VARIOUS BRANCHES OF

GRAMMAR SCHOOLS.	IN ENGLISH.					IN LATIN.									
	Total in English.	In English Grammar.	In Spelling and Dictation.	In Reading.	In Composition.	Total in Latin.	In Harkness or Arnold.	In Latin Grammar.	In Latin Exercises and Prose Composition.	In Prosody.	Reading Caesar.	Reading Virgil.	Reading Livy.	Reading Ovid.	Reading Cicero.
Alexandria	24	24	23	22	17	24	15	8	15	.....	4	1	.....	.....	.....
Ancaster*	15	15	15	15	15	15	15	15	.....	.....	5	5	.....	.....	.....
Arnprior	40	40	44	40	40	35	35	35	35	.....	5	5	.....	.....	.....
Barrie	44	44	44	44	44	22	43	43	6	12	6	13	5	.....	5
Beamsville	26	26	26	26	26	16	13	3	3	.....	3	2	.....	.....	.....
Belleville	126	126	126	126	52	101	44	36	24	9	19	.....	.....	.....	.....
Berlin	36	36	20	36	36	32	26	26	3	3	2	3	.....	.....	3
Bowmanville	89	89	64	78	75	87	70	17	9	9	6	8	.....	.....	3
Bradford	44	44	44	44	44	39	35	11	4	2	2	2	2	2	2
Brampton	66	66	54	38	28	52	38	52	52	13	4	12	11	.....	12
Brantford	48	48	48	48	32	48	37	20	10	4	6	4	5	2	4
Brockville	39	39	23	23	39	39	24	39	26	26	.....	26	13	.....	13
Caledonia	33	33	33	33	21	25	16	25	11	.....	8	1	.....	.....	8
Carleton Place	42	42	42	42	42	25	13	13	13	.....	6	.....	.....	.....	.....
Cayuga	19	19	19	19	19	19	15	15	8	.....	4	.....	.....	.....	.....
Chatham	76	76	76	76	76	60	60	60	8	2	8	4	4	4	4
Clinton	57	57	57	57	57	43	40	40	3	3	1	3	3	3	3
Cobourg	160	130	50	90	80	166	107	112	58	32	38	32	.....	.....	5
Colborne	71	71	71	71	48	64	36	50	8	6	1	8	.....	.....	.....
Collingwood*	23	23	23	23	23	20	17	20	2	3	7	3	.....	.....	1
Cornwall	44	44	16	.....	.....	44	29	29	.....	.....	10	3	.....	.....	3
Drummondville	38	38	.....	.....	38	33	35	38	.....	.....	1	2	.....	.....	1
Dundas	110	110	110	110	110	110	20	110	20	10	3	10	20	20	10
Elora	45	45	45	45	9	45	15	19	3	3	6	3	1	3	2
Farmersville	75	69	69	55	56	55	51	55	12	2	2	2	.....	.....	.....
Fergus	20	26	20	20	.....	20	6	20	2	2	2	2	.....	.....	1
Fonthill	85	85	33	62	72	81	81	61	64	19	26	13	2	2	4
Galt	148	148	148	148	92	149	51	148	37	18	.....	37	18	18	18
Gananoque	60	60	39	39	.....	60	60	30	.....	.....	4	.....	.....	.....	.....
Goderich	58	58	58	58	22	57	42	25	25	.....	8	4	.....	.....	3
Grimsbv.	55	55	45	45	55	55	35	51	5	.....	8	8	2	.....	4
Guelph	86	86	86	86	86	83	61	37	37	37	.....	37	12	7	15
Hamilton	143	143	143	143	142	121	83	121	121	17	28	2	6	.....	10
Ingersoll	60	60	60	60	60	50	40	20	10	8	10	4	.....	.....	.....
Iroquois	82	82	72	82	82	70	69	76	3	3	6	2	.....	.....	.....
Kemptville	52	52	52	52	52	43	40	43	40	3	15	3	.....	.....	3
Kincardine	55	55	55	55	55	44	44	.....	44	.....	8	.....	.....	.....	.....
Kingston	89	89	89	89	54	87	87	87	60	24	29	24	13	.....	7
Lindsay	41	41	41	41	41	38	28	20	20	.....	10	3	.....	.....	2
London	74	74	74	74	64	74	50	74	71	4	20	4	3	.....	.....
L'Orignal	29	29	29	29	29	29	25	25	25	.....	6	3	.....	.....	.....
Manilla	43	41	35	43	30	30	21	8	1	1	5	2	.....	.....	.....
Markham	43	39	39	34	39	42	25	17	10	6	7	6	4	.....	6
Metcalfe	38	38	38	.....	38	30	30	30	20	.....	9	2	.....	.....	.....
Milton	35	35	35	35	35	34	25	25	25	.....	10	3	.....	.....	.....
Morrisburgh	47	41	41	47	11	46	43	10	46	3	7	3	.....	.....	3
Mount Pleasant	32	32	32	32	.....	19	17	17	.....	.....	2	2	.....	.....	.....
Napanee	35	35	35	35	35	40	27	35	5	5	3	5	.....	.....	2
Newburgh	72	72	72	72	72	72	72	72	6	2	14	6	2	.....	2
Newcastle	53	52	53	53	53	40	35	40	30	.....	10	4	.....	.....	.....
Newmarket	30	30	30	30	30	30	30	30	30	.....	7	.....	.....	.....	.....
Niagara	29	20	20	4	.....	29	12	29	16	4	.....	10	.....	.....	4
Norwood	26	26	26	26	26	27	19	27	11	.....	8	8	1	.....	5

*Estimated.—No Report.

Schools of Ontario.

INSTRUCTION AND MISCELLANEOUS INFORMATION.

			IN GREEK.								IN FRENCH.					
Reading Horace.	In Verse Composition.	Average attendance of boys in Latin.	Total in Greek.	In Harkness.	In Greek Grammar.	In Written Exercises.	Reading Lucian.	Reading the Anabasis.	Reading the Iliad.	Reading the Odyssey.	Total in French.	In French Grammar.	In Written Exercises and Composition.	In French Dictation and Conversation.	Reading Voltaire's Charles XII.	Reading Corneille's Horace.
1		9														
2	2	14	5	5	5	5					20	20	20	20	6	4
		23.5	14	12	12	14	3	3	3	3	30	30	30		5	3
6		9	2	2	2	2					9	9	3	3		
1		30	5	5	5	5					23	12	11		4	
3		12.5	5	5	5	1	1	1	1		12	12	1	1	1	1
2	2	33.5	13	3	10	1	10	5	5	1	48	48	22		7	6
2	11	13.5	4	2	2	2	2	2	2	2	13	13	2		5	2
2		19.5	22	11	22	22	8	8	8		45	45	45		24	8
		22.5	15	10	5	5	2	5	2	3	25	12	12	12	10	5
		22.5	26	12	26	26	16	13			25	25	25	20	20	12
		15.5	5	5	5						4	4	4		4	
2		11.5	2	2	2			2			9	9	9		9	
		12	4	4	4											
4	4	26.5	8	4	8	8	4	8	4		41	41	41	41	9	2
3	3	15.5	6	3	3	3	3	3	3	3	31	31	31	3	12	3
		64	65	43	65	22	20	18		5	29	29	29		10	
8		18	8	4	8	4	4		2		19	19	6	6	6	3
		17.5	4	4	4	4					3	3	3	3		
4		1.9	12	9	9	1	1	1	1		13	13	13		3	1
1		14.5	3	2	3	3	1	1	1		8	8	8	1	1	
6	10	41	16	9	16	7	7	7	7		50	50	50	10	21	10
		9	5	5							20	20	20	7	3	3
1		9	3	3	3	3					19	19	19	3	3	
2	3	10.5	5	3	5	3		2	2		12	12	8		4	3
18	18	34	16	12	16	4	2	4	1		25	25	25		13	
		81.5	56	32	52	8	18	18	37	18	116	116	71		37	18
6		19									25	25	18	4	6	4
2		20.5	4	4	4	4					15	15			5	
7	7	18.5	17	12	5			5	4		11	11			7	
13		30	30	21	30	20	11	11	20	7	26	26	26	26	17	7
		65	14		14		8				38	38	38		19	6
		17.5	2	2	2	2					30	30	20	20	15	3
1		15.5	2	2	2	2		1			15	15	15		2	
		14.5	3	3	3	3					9	9	9		3	
		14														
6	16	55.5	29	18	29	29	7	23	7		35	35	35		17	9
		17	3	3	3	3					20	10	20		10	
	4	41	17	10	17	17	7				18	18	18	9	7	2
		10.5	2	2	2	2					3	3	3			
		15.5	4	3	1	4	1		1		15	15	15		4	1
4		20	8	3	5	5	5	2	5	2	8	8	8		4	2
		10	5	3	5	5		2	2		10	10	10		3	
		9	5	3	5			2			8	8	8			
3		16	4	4	1	4					7	7	7	7	2	
		7.5	1	1	1						15	15	15			
3		20.5	10	6	10	6	4	1	2		8	8	8		3	1
		29	9	3	9	6	6		2		9	9	9	3	9	4
		13.5	1	1							20	20	14	20	5	
		13									7	7	7	7	1	
5	2	11.5	10	5	10	2	2	3	5	3	2	2	2			
3		14	5	2	5		2	3	1		2	2	2		1	

TABLE H.—The Grammar

NUMBER OF PUPILS IN THE VARIOUS BRANCHES OF

GRAMMAR SCHOOLS.	IN MATHEMATICS.							IN GEOGRAPHY AND HISTORY.				IN CIVIL GOVERNMENT.			
	Total in Arithmetic.	Total in Algebra.	Total in Euclid.	In the higher rules of Arithmetic.	In the higher rules of Algebra.	In Euclid, Books III-IV.	In Trigonometry or Logarithms.	In Mensuration and Surveying.	In Ancient Geography.	In Modern Geography.	Total in History.	In Ancient History.	In Physical Science.	In Christian Morals.	In Civil Government.
Alexandria	24	12	7	22	8	3				24	20				
Ancaster*	15	10	10	10	10	8				15	15				
Arnprior	40	10	10	20	10	2				40	40		8		
Barrie	44	36	32	42	19	22	3		13	44	44	14	17	44	
Beamsville	19	7	5	12	4	3			3	23	26	25	4		
Belleville	126	30	22	72	30	2	25	16	45	126	126	45	126	126	
Berlin	30	25	15	39	16	7	1	4	6	36	32	6	10		
Bowmanville	89	37	17	89	29	7		7	11	78	89	11	20		
Bradford	44	44	26	44	34	15		6	15	44	44	2			
Brampton	66	38	29	66	38	20		5	14	66	66	14	55		
Brantford	48	35	30	28	12	14	8	13	12	48	48	13	18		
Brockville	39	33	30	34	21	14	14	14	16	30	39	30	16		
Caledonia	33	18	16	33	6	2		8	33	10		9			
Carleton Place	42	20	22	36	18	22		2	20	20	36	6	20	42	
Cayuga	19	6	6	15	6	4				19	4				
Chatham	76	66	34	76	39	7	8	22	76	76	76	76	35		
Clinton	57	24	16	54	24	12	30	12	3	30	57	3	11		
Cobourg	140	78	30	107	50	6	6	6	25	60	50	25	39		
Colborne	71	29	23	71	19	10		2	9	71	71	9	10		
Collingwood*	23	10	7	20	5	5				23	23	3			
Cornwall	44	18	18	16	12	4	2			20	44				
Drummondville	38	26	28	18	6	5	10	5	8	30	38	4	32	38	
Dundas	110	110	76	110	95	16	12	10	12	110	110	12	25	110	
Elora	45	7	9	45	2	4			10	35	45		45		
Farmersville	65	26	19	65	15	12	11	5	2	58	63	5	3	75	63
Fergus	20	10	9	20	6	4	2	2		20	12	2			
Fonthill	86	45	26	67	25	7		5	5	54	48	8	12	86	
Galt	148	97	85	123	68	30	37	51	18	148	97	18	51		
Gananoque	60	17	18	42	5					39	60	19			
Goderich	58	24	24	23	10	4			6	58	50	10		58	
Grimstey	55	28	17	52	20	6		8	6	49	55	8	15	55	
Guelph	86	74	59	79	32	24			33	81	81	33	33	81	
Hamilton	143	37	20	81	19	16	24		30	143	82	35	6		
Ingersoll	60	40	20	60	20	8	8		20	60	60	40	20	60	60
Iroquois	71	30	10	51	8	6	50	3	12	70	40	3	10		
Kemptville	52	17	13	52	6				43	50	52	43	52		
Kincardine	55	28	13	39	17	7		7		55	55				
Kingston	89	53	49	53	39	34	39	40	24	76	89	24	28	89	
Lindsay	41	20	20	41	10	4			41	41	41	30			
London	74	66	12	66	41	9	39	24	24	74	64	24	64		
L'Orignal	29	6	5	19	4	3			6	29	20		20		
Manilla	40	25	15	40	17	7	1	4	4	30	20	5	6		
Markham	38	24	21	35	24	8	2	11	11	37	23	3	8		
Metcalfe	38	28	12	38	28	8	5	5	2	38	38	2	3		
Milton	35	10	15	35	6	3				21	29				
Morrisburgh	40	15	9	40	8	3	15		5	42	35	5	5		
Mount Pleasant	32	15	6	32	15		9			32	32	8			
Napanee	35	10	11	35	3	2				37	15				
Newburgh	72	26	18	55	26	13	14	14	18	72	48	20	22		
Newcastle	53	6	1	53	6	1			53	53	53				
Newmarket	30	18	14	25	10	9			16	30	19				
Niagara	29	5	5	26	3	3	3		5	15	29	17	5		
Norwood	27	14	13	27	8	9		3	3	24	26	4	10		

* Estimated.—No Report.

Schools of Ontario.—Continued.

INSTRUCTION, AND MISCELLANEOUS INFORMATION.

OTHER SUBJECTS.						Schools in which the Bible is read.	Schools under United Boards.	Number of maps in school.	Number of globes in school.	Schools in which there are daily prayers.	Number of pupils who were matriculated at any University, 1898.	Number of masters engaged.	Head Masters ; their Qualifications and Colleges.
In Writing.	In Book-keeping and Commercial Transactions.	In Drawing.	In Vocal Music.	In Gymnastics.	In Military Drill.								
24	17							30				1	J. M. McAlister, B.A., <i>Queen's</i> .
15		5				1	1	22	2	1		1	H. C. W. Wethey, B.A., <i>Trinity</i> .
40	8						1	7		1		1	H. Lloyd Slack, M.A., <i>Leamoxville</i> .
38	32							11	2	1	1	2	H. B. Spotton, B.A., <i>Toronto</i> .
26	10					1	1	10		1		1	J. Howard Bell, B.A., <i>Albert</i> .
126	22					1		11	1	1		2	Alexander Burdon.
16	8	36				1		12	1	1	3	2	Cyrus A. Neville, M.A., <i>Victoria</i> .
70						1	1	32	2	1		3	Edward G. Crowle, M.A., <i>Giessen</i> .
44	8					1		10	2	1	5	1	Robert Dobson, <i>Certificate</i> .
45	25				34		1	17	2	1	1	2	John Seath, B.A., <i>Queen's, Ireland</i> .
48	31	14				1		12	2	1	2	2	Wm. L. Richardson, B.A., <i>Trinity</i> .
12	12						1	17	2	1		2	Joseph Green, M.A., <i>McGill</i> .
33	16				40	1	1	10	2	1		2	W. H. Rennelson, B.A., <i>Toronto</i> .
						1	1	17	2	1		1	Peter McLaren, B.A., <i>Queen's</i> .
19		19	1					4				1	C. W. Colter, B.A., <i>New Brunswick</i> .
68	40					1		34	3			2	S. A. Marling, M.A., <i>Toronto</i> .
57	10							13	2	1	2	1	James Turnbull, B.A., <i>Toronto</i> .
60	30					1		9		1	16	3	David Ormiston, B.A., <i>Toronto</i> .
71	10						1	9	2	1		1	Alexander Murray, M.A., <i>Aberdeen</i> .
23	7					1		10	1	1		1	Charles R. Dickinson, B.A., <i>Dublin</i> .
								18	1	1	1	2	W. T. Briggs, M.A., <i>Trinity</i> .
38	35					1		10	1	1		1	Rev. J. Y. Cameron, M.A., <i>Queen's</i> .
110	12	101				1	1	14	2	1		2	J. Howard Hunter, M.A., <i>Toronto</i> .
45	10					1		39	3	1		1	Rev. J. G. Macgregor.
54	18					1	1	12	2	1		1	Frank H. Chrysler, B.A., <i>Queen's</i> .
20	5							5		1	2	1	James E. Burgess, B.A., <i>Queen's</i> .
47	26		86			1		28	2	1	1	2	Henry De le Matter, <i>Certificate</i> .
135	21	12		148	148			25	5	1	3	9	Wm. Tassie, M.A., <i>Toronto</i> .
39							1	20		1		2	J. Lawton Bradbury, B.A., <i>Trinity</i> .
50	5	6				1		22	2	1		1	James Preston, B.A., <i>Toronto</i> .
54	6					1		14	2	1		1	Daniel Campbell, <i>Certificate</i> .
76	39	40					1	24	2	1	7	2	J. Morrison, LL.B., <i>Toronto</i> .
143	34	38					1	18		1		3	J. M. Buchan, M.A., <i>Toronto</i> .
60	35	12				30	1	30	2	1		1	J. W. Sargent, <i>Dublin</i> .
73	8					1		15	2	1	2	2	W. A. Whitney, M.A., <i>Victoria</i> .
52	13	5						26	2			1	John Wilson Jolly, <i>Certificate</i> .
55	15					22	1	15	1	1		1	Duncan Morrison, B.A., <i>Queen's</i> .
89	42	7		43	43	1		31		1		7	Samuel Woods, B.A., <i>Toronto</i> .
41	10	15				1	1	20	2		2	1	Henry Reazin, <i>Certificate</i> .
74	18	39		74	64	1	1	30	4	1		2	Benj. Bayly, B.A., <i>Dublin</i> .
29	10						1	10	2	1	2	1	F. F. Macnab, B.A., <i>Queen's</i> .
10	7					1	1	3		1		3	R. H. Harper, B.A., <i>Victoria</i> .
36	21					1		22	2	1	2	1	H. H. Hutton, M.A., <i>Victoria</i> .
	4						1	10	2	1		1	J. Morrison, M.A., <i>Acadia</i> .
35						1		25		1		1	Rev. N. Burns, B.A., <i>Toronto</i> .
47	9						1	13	1	1		1	W. E. Scott, B.A., <i>Victoria</i> .
32	4						1	18	1	1	1	1	A. T. Briggs, B.A., <i>Trinity</i> .
40	40					1	1	12	4	1		2	Hammel M. Deroche, B.A., <i>Toronto</i> .
25	30						1	12		1		2	John Campbell, M.A., <i>Victoria</i> .
53						1	1	5	1	1	1	1	W. W. Tamblin, M.A., <i>Toronto</i> .
30	9							38	2	1		1	W. W. Anderson, <i>Certificate</i> .
20	3					1		10		1	1	1	C. P. Mulvany, B.A., <i>Dublin</i> .
17	9						1	11	2	1		2	J. H. Thom, M.A., <i>Toronto</i> .

TABLE H.—The Grammar

NUMBER OF PUPILS IN THE VARIOUS BRANCHES OF

GRAMMAR SCHOOLS.	IN ENGLISH.					IN LATIN.									
	Total in English.	In English Grammar.	In Spelling and Dictation.	In Reading.	In Composition.	Total in Latin.	In Harkness or Arnold.	In Latin Grammar.	In Latin Exercises and Prose Composition.	In Prosody.	Reading Caesar.	Reading Virgil.	Reading Livy.	Reading Ovid.	Reading Cicero.
Oakville	40	40	35	35	25	26	24	26	2	.....	5	2	2	.....	.....
Oakwood	35	35	35	35	.....	35	35	4	.....	.....	.....	.....	.....	.....	.....
Omamee	82	82	21	35	61	61	29	39	7	.....	17	11	4	4	5
Orangeville	43	42	31	32	23	.....	33	26	9	.....	5	7	5	.....	.....
Osborne	34	34	34	34	16	25	19	19	7	.....	2	2	.....	.....	.....
Oshawa	83	83	83	83	83	83	67	83	83	16	16	16	.....	.....	9
Ottawa	100	65	100	65	100	100	100	100	.....	8	11	8	.....	.....	.....
Owen Sound	47	47	47	47	46	40	16	.....	.....	7	.....	.....	5	.....	.....
Pakenham*	20	20	20	20	20	20	20	20	7	.....	4	.....	.....	.....	.....
Paris	32	32	32	32	32	32	32	32	32	3	7	3	1	2	1
Pembroke	48	48	48	48	46	50	48	48	48	.....	16	.....	1	.....	.....
Perth	99	99	99	99	99	91	91	24	67	15	13	15	2	.....	1
Peterborough	144	144	144	144	144	112	106	6	106	.....	.....	20	1	4	6
Pictou	38	38	38	38	38	38	38	36	9	2	.....	2	2	2	2
Port Dover	47	47	47	47	.....	42	18	10	12	.....	6	4	.....	.....	.....
Port Hope	77	77	77	70	77	39	20	39	39	2	10	7	2	2	4
Port Perry*	20	20	20	20	15	20	20	20	10	.....	5	5	.....	.....	.....
Port Rowan	58	58	58	58	58	45	40	45	40	.....	3	2	.....	.....	.....
Prescott	61	61	61	61	61	26	26	26	2	.....	3	2	.....	.....	.....
Renfrew	47	47	47	47	14	36	36	.....	36	1	6	2	.....	.....	.....
Richmond*	16	16	16	16	10	16	15	15	15	.....	2	.....	.....	.....	.....
Richmond Hill	28	28	28	28	28	28	28	10	10	2	6	2	.....	.....	4
Sarnia	28	.....	24	24	.....	28	28	28	3	.....	8	5	.....	.....	.....
Scotiland	77	77	73	75	71	54	43	51	54	5	8	5	.....	.....	.....
Simcoe	50	50	50	50	40	50	24	50	20	16	8	18	.....	.....	6
Smith's Falls	46	46	46	24	36	41	25	41	41	5	10	5	.....	2	.....
Smithville	45	45	26	45	45	45	4	.....	.....	.....	4	.....	.....	.....	.....
Stirling	25	25	23	23	25	25	25	9	6	2	4	2	.....	.....	.....
Stratford	46	46	46	46	46	46	37	16	8	.....	3	6	2	.....	4
Strathroy	48	48	48	48	48	39	35	4	.....	2	2	2	.....	.....	.....
Streetsville	59	59	59	59	59	48	46	48	48	2	.....	.....	.....	.....	2
St. Catharines	65	63	63	65	65	55	55	55	55	.....	3	.....	.....	.....	.....
St. Thomas	47	46	46	46	9	49	46	46	1	1	3	1	1	.....	.....
St. Mary's	51	51	51	51	51	51	26	51	51	9	15	13	3	9	4
Thorold	40	40	26	18	40	31	13	15	3	3	.....	2	1	.....	.....
Toronto	114	114	114	114	83	114	107	114	35	8	.....	14	1	14	14
Trenton	21	21	21	21	21	21	17	21	3	.....	4	.....	.....	.....	.....
Uxbridge	69	69	69	69	45	68	49	60	60	5	14	5	2	2	2
Yankleekhill	46	46	46	17	46	45	36	45	46	5	6	5	.....	1	3
Vienna	35	35	35	35	16	12	8	12	7	1	4	.....	.....	.....	.....
Wardsville	17	15	15	15	17	17	11	16	7	1	3	4	1	.....	1
Waterdown	56	56	35	56	.....	48	38	38	.....	.....	1	6	.....	.....	.....
Welland	100	100	26	48	.....	56	41	6	2	2	7	2	1	.....	4
Weston	54	54	54	54	44	54	37	54	54	12	15	10	2	2	11
Whitby	87	87	75	87	87	87	70	29	13	2	18	3	3	3	7
Williamstown	42	42	42	42	42	39	19	11	7	6	8	8	.....	.....	.....
Windsor*	30	30	30	30	30	30	30	30	30	4	8	8	4	4	4
Woodstock	56	56	35	.....	22	64	49	23	7	7	16	4	2	3	3
Grand Total, 1868	5563	5437	4891	4912	4125	4881	3815	3604	2302	469	705	601	176	115	265
“ 1867	5639	5467	4896	4992	4091	5171	4046	3666	2553	480	748	497	129	91	205
Increase .....	.....	.....	.....	.....	34	.....	.....	.....	.....	.....	.....	104	47	24	60
Decrease	76	30	5	80	.....	290	221	62	251	11	.....	.....	.....	.....	.....

* Estimated.—No Report.

Schools of Ontario—Continued.

INSTRUCTION, AND MISCELLANEOUS INFORMATION.

			IN GREEK.								IN FRENCH.					
Reading Horace.	In Verse Composition.	Average attendance of boys in Latin.	Total in Greek.	In Harkness.	In Greek Grammar.	In Written Exercises.	Reading Lucian.	Reading the Anabasis.	Reading the Iliad.	Reading the Odyssey.	Total in French.	In French Grammar.	In Written Exercises and Composition.	In French Dictation and Conversation.	Reading Voltaire's Charles XII.	Reading Corneille's Horace.
1		11	4	2	4	2	1	2	2		21	21	21			
5		9.5	4	4							6	5	6			
	3	27	12	5	12	7	3	7	3	2	25	25	25		11	4
		13	5	5	5	5	4	1			17	17	17			
		7	1		2	1					8	8	8			
		23.5	7	3	7	7	4	7	4		55	55	55	55	20	16
8		59	17	11	17	11		5	1		34	34	34	34	12	
3		17	3	3							23	23	10		12	
		12.5	4	4	4						20	20	20		11	4
1	1	14.5	4	3	4	4	1	1	1	1	15	15	15		3	
1		12.5	6	6	6	6					15	12	12		8	
2		26	14	14	14	14	1	4	2		75	75	75	23	13	8
4		55.5	24	12		12	6		5	1	52	22	11	14	5	
2		19	5	5	5	5	2	2	2	2	12	12	12		3	3
4		12	3		3	3					13	13	13		2	
2	2	16	6	4	2	6	2	3	2	1	43	43	43	10	7	4
5		16	5	5	5	5	2	2			20	20	10	5	2	2
		9.5	6	6		4					10	8	10	10	2	
		12.5									35	26	20			2
1		14.5	5	5		5		1			12	12	12		3	
2		13	5	5							10	10	10		1	
	2	13.5	10	10		10		2			6	6		2	2	
1		11	5	5	5			2			8	8			3	
2		15	2	1	2	2		1			26	21	21		2	3
10		27.5	11	5	11	5	5	2	5		48	48	48	9	9	
2		15.5	2	2	2	2	2	2	2		22	22	22		5	5
		13.5	1		1			1								
		10.5	12					1								
		26	6	6			1	1			17	13	17		4	
		12	2	2							10	10	10		1	
2		20.5	3	3	3	3	2				20	20	20	6	3	
2		37	6	5	5	5		1	1		19	19	19		4	
1		14	5	5	5	5					16	16	4	4	9	4
5		31	13	6	13	6	7	7	7		20	20	20		12	
		12.5	1				1				12	12	12			1
2	1	67	35	35	35	35	1	1	1	1	45	45	45	10	10	1
		12.5	3	3							14	14			7	
2		25.5	11	7	11	11	2	4	2	2	12	12	12	2	4	4
3	3	12	13	6	13	13		2	2		14	14	14	5	8	
1	1	14	1	8	1	1					9	9	7		4	
1		10.5	1	1	1			1			3	3			3	
		14	2		2			1			18	18	10		5	
2		17	4	3	1			1			35	35	28		12	
2	2	22.5	12	10	12	12	2	2	2	2	14	14	14		3	2
7		45	26	18	26	21	18	3	11	3	60	51	10		28	11
4		16.5	11	7	7			4								
4	4	17	12	8	12	12	4	4	4		30	30	30			
3		38.5	7	4	4	7	2	3	3	2	3	3	3		3	3
216	101	2116.5	871	580	723	499	219	240	190	64	2007	1900	1626	410	613	200
212	121	1879	802	449	579	434	154	210	117	51	2164	1905	1748	639	563	130
4		237.5	69	131	144	65	65	30	73	13					50	70
	20										157	5	122	229		

TABLE H.—The Grammar

NUMBER OF PUPILS IN THE VARIOUS BRANCHES OF

GRAMMAR SCHOOLS.	IN MATHEMATICS.								IN GEOGRAPHY AND HISTORY.				IN		
	Total in Arithmetic.	Total in Algebra.	Total in Euclid.	In Arithmetic, higher rules.	In Algebra, higher rules.	In Euclid, Book III-IV.	In Trigonometry or Logarithms.	In Mensuration and Surveying.	In Ancient Geography.	In Modern Geography.	Total in History.	In Ancient History.	In Physical Science.	In Christian Morals.	In Civil Government.
Oakville	40	31	13	40	6	2	3	.....	2	25	40	2	.....	.....	.....
Oakwood	31	12	7	31	7	3	1	.....	.....	30	35	.....	.....	.....	.....
Omeme	66	26	27	66	18	12	4	4	28	38	56	18	35	.....	.....
Orangeville	42	15	10	29	13	7	.....	6	6	41	18	.....	.....	.....	.....
Osborne	34	12	8	34	8	4	.....	.....	6	34	28	.....	15	10	.....
Oshawa	76	41	30	76	20	4	.....	4	10	70	30	7	10	.....	.....
Ottawa	100	31	30	43	14	14	.....	.....	43	100	100	8	43	.....	.....
Owensound	47	23	14	47	23	5	.....	7	.....	47	47	.....	.....	47	47
Pakenham*	20	15	10	15	10	5	8	.....	.....	20	20	14	.....	.....	.....
Paris	32	25	21	32	3	4	.....	7	17	32	32	17	17	.....	.....
Pembroke	48	15	8	44	7	4	.....	.....	.....	48	15	.....	.....	.....	.....
Perth	99	41	30	99	23	13	39	37	27	72	61	27	52	.....	.....
Peterborough	144	38	30	144	38	10	30	.....	100	44	144	40	4	.....	.....
Pictou	38	38	38	25	26	7	.....	.....	4	38	38	4	8	.....	.....
Port Dover	47	14	9	28	14	5	20	3	10	37	47	4	.....	.....	.....
Port Hope	77	77	31	77	47	11	20	20	25	77	77	10	35	.....	.....
Port Perry*	20	20	20	15	10	10	.....	.....	10	20	20	19	10	.....	.....
Port Rowan	58	16	9	58	8	.....	.....	.....	58	50	.....	10	58	.....	.....
Prescott	61	8	4	61	2	.....	.....	.....	25	61	61	30	10	.....	.....
Renfrew	47	12	11	30	12	5	25	.....	3	47	10	.....	.....	.....	.....
Richmond*	16	16	10	16	10	5	.....	.....	.....	10	10	.....	.....	.....	.....
Richmond Hill	28	18	14	28	13	7	2	.....	4	28	28	4	2	.....	.....
Sarnia	28	15	18	27	13	9	.....	.....	.....	24	26	.....	.....	.....	.....
Scotland	76	38	12	76	31	1	25	30	4	67	39	3	17	.....	.....
Simcoe	50	40	25	38	22	9	.....	.....	10	50	50	34	.....	.....	.....
Smith's Falls	41	16	20	31	9	6	12	12	9	41	24	2	.....	.....	.....
Smithville	45	18	10	44	6	2	.....	1	3	45	15	2	45	.....	.....
Stirling	25	12	6	17	6	1	1	.....	.....	25	13	.....	9	.....	.....
Stratford	46	38	12	38	28	8	.....	.....	5	46	40	5	7	.....	.....
Strathroy	48	27	16	48	13	10	.....	10	2	46	48	9	.....	.....	.....
Streetsville	59	10	8	59	6	1	15	4	12	59	30	12	.....	.....	.....
St. Catharines	65	28	24	61	21	10	10	.....	13	60	60	13	15	.....	.....
St. Thomas	47	26	19	47	20	14	.....	.....	5	41	27	5	24	.....	.....
St. Mary's	50	50	23	31	28	23	.....	.....	20	51	51	6	26	51	.....
Thorold	40	30	11	35	17	1	.....	.....	16	23	14	8	.....	.....	.....
Toronto	114	83	83	83	53	26	13	13	31	114	92	31	.....	114	.....
Trenton	21	16	16	16	11	.....	.....	.....	.....	26	18	7	.....	.....	.....
Uxbridge	69	20	28	65	10	6	2	5	12	56	46	6	56	.....	20
Vankleekhill	44	46	46	40	3	9	9	3	45	46	46	30	34	.....	.....
Vienna	35	4	4	35	35	4	.....	.....	7	35	35	.....	14	.....	.....
Wardsville	17	12	12	17	7	8	11	.....	12	16	17	17	16	17	.....
Waterdown	55	7	5	51	7	.....	.....	.....	10	47	29	25	.....	.....	.....
Welland	100	31	10	88	13	.....	2	8	.....	20	26	4	.....	.....	.....
Weston	54	16	18	48	4	5	12	14	12	42	54	14	50	.....	.....
Whitby	87	87	49	26	35	19	5	12	11	60	87	40	30	.....	.....
Williamstown	39	39	24	39	10	17	.....	.....	.....	34	33	.....	42	.....	.....
Windsor*	30	29	10	20	15	5	.....	9	12	30	30	6	6	.....	.....
Woodstock	56	19	14	39	13	5	1	18	7	46	50	7	18	.....	.....
Grand Total, 1868	5452	2835	1993	4593	1780	790	665	533	1261	4764	4456	1143	1533	1161	190
“ 1867	5526	2841	1847	4439	1556	703	485	463	1625	4930	4634	1345	1876	1034	137
Increase	74	.....	146	160	224	87	180	70	.....	.....	.....	.....	.....	127	53
Decrease	74	6	.....	.....	.....	.....	.....	.....	364	166	178	202	343	.....	.....

* Estimated—No Report.

Schools of Ontario—*Concluded.*

INSTRUCTION AND MISCELLANEOUS INFORMATION,

OTHER SUBJECTS.											Head Masters; their Qualifications and Colleges.
In Writing.	In Book-keeping and Commercial Transactions.	In Drawing.	In Vocal Music.	In Gymnastics.	In Military Drill.	Schools in which the Bible is used.	Schools under United Boards.	Number of maps in school.	Number of globes in school.	Schools in which there are daily prayers.	
32	10	12					1	38	2	1	1
32	19					1	1	5	1		
30	15	12			16	1	1	18	2		1
34	6					1	1	20	1		
70	39	76	76	83	50	1	1	16	1		
100			25	28	1	1	1	10	2	1	1
47	13							27	2	1	2
30						1	1	21	1	1	
32	13					1	1	12	1	1	
48	3	30				1	1	15			1
99	18					1	1	2	2	1	
144	50	44				1	1	24	2	1	2
38	37	37	34	38	38	1	1	20	2		
47	4					1	1	15	4	1	
77	30					1	1	10	2	1	
20	15					1	1	22	4	1	
50	6					1	1	10	1	1	
61	12	5				1	1	20	1	1	
47	10					1	1	20	3	1	
16	10					1	1	12	1	1	1
28	14					1	1	8		1	
23	13	4				1	1	12	1	1	
67	32					1	1	10		1	
40			50	50		1	1	12		1	
41	12					1	1	18	2	1	1
45	4					1	1	12	2	1	
25	1					1	1	10	2		
46	20					1	1	10		1	
48	17					1	1	18	1	1	3
59	25			35		1	1	25	2	1	
63	14			40		1	1	6	2	1	
49	29					1	1	15	1	1	2
51						1	1	50	2	1	1
40	22					1	1	24	2	1	
108	12	12				1	1	8		1	
27	5					1	1	13		1	1
69	30	20	16	1		1	1	10	1		
31	19					1	1	20	1	1	2
35	14				10	1	1	5		1	
12	12					1	1	16	2	1	
29	12					1	1	18	2	1	
18	14					1	1	15	2		1
54	40		30	30		1	1	16			1
22	37		28		35	1	1	13	2	1	
30	19					1	1	20		1	6
30	6		20	20		1	1	16		1	1
46	35	46				1	1	15	1	1	
									1	1	
4694	1542	647	241	512	731	63	67	1654	144	87	84
4822	1285	676	387	705	893	65	67	1681	142	84	56
	257					2			2	3	28
128		20	146	193	162			27			2

TABLE I.—METEOROLOGICAL OBSERVATIONS, 1868.

- No. 1.—Monthly Abstract of Barometric Pressure, Temperature of the Air, and Tension of Vapour, shewing the monthly results of three daily observations at 7 a.m., 1 p.m., and 9 p.m., together with the maximum and minimum temperatures, indicated by the self-registering Thermometers, at ten Grammar School Stations, throughout the year.
- No. 2. —Table of the Relative Humidity, Direction and Velocity of Wind, amount of Cloudiness, Rain, Snow and Auroras, at the same Stations.
- A Table of Annual Results is given on pages 14, 15, 16 and 17, Part I. of this Report.
- N.B.—The instruments with which the observations are taken, were supplied by Messrs. Negretti & Zambra, and Casella, London, and the index errors have been ascertained by comparisons at the Kew Observatory in England, and at the Toronto Observatory. They are obtained by the stations, together with Registers and forms for Abstracts, from the Educational Depository, Toronto.

TABLE I.—METEOROLOGICAL OBSERVATIONS, 1868.

OBSERVERS: — *Barrie* H. B. Spotton, Esq., M.A.; *Bellefleur* A. Burdon Esq.; *Cornwall* W. Taylor Briggs, Esq., B.A.; *Goderich*—James Preston, Esq.; *Hamilton* A. Macphail, Esq., M.A.; *Peterborough* J. W. Connor, Esq., B.A.; *Peterborough* Ivan O'Brien, Esq.; *Simcoe* Rev. J. G. Mulholland, M.A.; *Stratford* C. J. Macgregor, Esq., M.A.; *Windsor* J. Johnston, Esq., B.A.

No. 1.—BAROMETRIC PRESSURE, TEMPERATURE, AND TENSION OF VAPOUR.

MONTH.	STATION.	North Latitude. ^a	West Longitude. ^a	Elevation, ^o Above the Lake. Above the Sea.	BAROMETER AT TEMPERATURE OF 32° FAHRENHEIT.										TEMPERATURE OF THE AIR.														TENSION OF VAPOUR.																																																																																																																																																																	
					MONTHLY MEANS.				HIGHEST. Reading. Date.	LOWEST. Reading. Date.	RANGE. Greatest in 24 hours. Date.	MONTHLY MEANS. 7 A.M. 1 P.M. 9 P.M. MEAN.	MONTHLY MEANS. 7 A.M. 1 P.M. 9 P.M. MEAN.	MONTHLY MEANS. 7 A.M. 1 P.M. 9 P.M. MEAN.	MONTHLY MEANS. 7 A.M. 1 P.M. 9 P.M. MEAN.	MONTHLY MEANS. 7 A.M. 1 P.M. 9 P.M. MEAN.	MONTHLY MEANS. 7 A.M. 1 P.M. 9 P.M. MEAN.	MONTHLY MEANS. 7 A.M. 1 P.M. 9 P.M. MEAN.	MONTHLY MEANS. 7 A.M. 1 P.M. 9 P.M. MEAN.	MONTHLY MEANS. 7 A.M. 1 P.M. 9 P.M. MEAN.	MONTHLY MEANS. 7 A.M. 1 P.M. 9 P.M. MEAN.	MONTHLY MEANS. 7 A.M. 1 P.M. 9 P.M. MEAN.	MONTHLY MEANS. 7 A.M. 1 P.M. 9 P.M. MEAN.	MONTHLY MEANS. 7 A.M. 1 P.M. 9 P.M. MEAN.	MONTHLY MEANS. 7 A.M. 1 P.M. 9 P.M. MEAN.	MONTHLY MEANS. 7 A.M. 1 P.M. 9 P.M. MEAN.	MONTHLY MEANS. 7 A.M. 1 P.M. 9 P.M. MEAN.	MONTHLY MEANS. 7 A.M. 1 P.M. 9 P.M. MEAN.	MONTHLY MEANS. 7 A.M. 1 P.M. 9 P.M. MEAN.	MONTHLY MEANS. 7 A.M. 1 P.M. 9 P.M. MEAN.	MONTHLY MEANS. 7 A.M. 1 P.M. 9 P.M. MEAN.	MONTHLY MEANS. 7 A.M. 1 P.M. 9 P.M. MEAN.	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MONTHLY MEANS. 7 A.M. 1 P.M. 9 P.M. MEAN.	MONTHLY MEANS. 7 A.M. 1 P.M. 9 P.M. MEAN.	MONTHLY MEANS. 7 A.M. 1 P.M. 9 P.M. MEAN.	MONTHLY MEANS. 7 A.M. 1 P.M. 9 P.M. MEAN.	MONTHLY MEANS. 7 A.M. 1 P.M. 9 P.M. MEAN.	MONTHLY MEANS. 7 A.M. 1 P.M. 9 P.M. MEAN.	MONTHLY MEANS. 7 A.M. 1 P.M. 9 P.M. MEAN.	MONTHLY MEANS. 7 A.M. 1 P.M. 9 P.M. MEAN.	MONTHLY MEANS. 7 A.M. 1 P.M. 9 P.M. MEAN.	MONTHLY MEANS. 7 A.M. 1 P.M. 9 P.M. MEAN.	MONTHLY MEANS. 7 A.M. 1 P.M. 9 P.M. MEAN.	MONTHLY MEANS. 7 A.M. 1 P.M. 9 P.M. MEAN.	MONTHLY MEANS. 7 A.M. 1 P.M. 9 P.M. MEAN.	MONTHLY MEANS. 7 A.M. 1 P.M. 9 P.M. MEAN.	MONTHLY MEANS. 7 A.M. 1 P.M. 9 P.M. MEAN.	MONTHLY MEANS. 7 A.M. 1 P.M. 9 P.M. MEAN.	MONTHLY MEANS. 7 A.M. 1 P.M. 9 P.M. MEAN.	MONTHLY MEANS. 7 A.M. 1 P.M. 9 P.M. MEAN.	MONTHLY MEANS. 7 A.M. 1 P.M. 9 P.M. MEAN.	MONTHLY MEANS. 7 A.M. 1 P.M. 9 P.M. MEAN.	MONTHLY MEANS. 7 A.M. 1 P.M. 9 P.M. MEAN.	MONTHLY MEANS. 7 A.M. 1 P.M. 9 P.M. MEAN.	MONTHLY MEANS. 7 A.M. 1 P.M. 9 P.M. MEAN.	MONTHLY MEANS. 7 A.M. 1 P.M. 9 P.M. MEAN.	MONTHLY MEANS. 7 A.M. 1 P.M. 9 P.M. MEAN.	MONTHLY MEANS. 7 A.M. 1 P.M. 9 P.M. MEAN.	MONTHLY MEANS. 7 A.M. 1 P.M. 9 P.M. MEAN.	MONTHLY MEANS. 7 A.M. 1 P.M. 9 P.M. MEAN.	MONTHLY MEANS. 7 A.M. 1 P.M. 9 P.M. MEAN.	MONTHLY MEANS. 7 A.M. 1 P.M. 9 P.M. MEAN.	MONTHLY MEANS. 7 A.M. 1 P.M. 9 P.M. MEAN.	MONTHLY MEANS. 7 A.M. 1 P.M. 9 P.M. MEAN.	MONTHLY MEANS. 7 A.M. 1 P.M. 9 P.M. MEAN.	MONTHLY MEANS. 7 A.M. 1 P.M. 9 P.M. MEAN.	MONTHLY MEANS. 7 A.M. 1 P.M. 9 P.M. MEAN.	MONTHLY MEANS. 7 A.M. 1 P.M. 9 P.M. MEAN.	MONTHLY MEANS. 7 A.M. 1 P.M. 9 P.M. MEAN.	MONTHLY MEANS. 7 A.M. 1 P.M. 9 P.M. MEAN.	MONTHLY MEANS. 7 A.M. 1 P.M. 9 P.M. MEAN.	MONTHLY MEANS. 7 A.M. 1 P.M. 9 P.M. MEAN.	MONTHLY MEANS. 7 A.M. 1 P.M. 9 P.M. MEAN.	MONTHLY MEANS. 7 A.M. 1 P.M. 9 P.M. MEAN.	MONTHLY MEANS. 7 A.M. 1 P.M. 9 P.M.

TABLE I.—METEOROLOGICAL OBSERVATIONS, 1868.—Continued.

No. 1.—BAROMETRIC PRESSURE, TEMPERATURE AND TENSION OF VAPOUR.—Continued.

MONTH.	STATION.	ELEVATION.				BAROMETER AT TEMPERATURE OF 32° FAHRENHEIT.										TEMPERATURE OF THE AIR.														TENSION OF VAPOUR.										
		North Latitude.	West Longitude.	Above the Lake.	Above the Sea.	MONTHLY MEANS.				HIGHEST.		LOWEST.		RANGE.		MONTHLY MEANS.				DAILY RANGE.				HIGHEST.		LOWEST.		WARMEST DAY.		COLDEST DAY.		MONTHLY MEANS.								
						7 A.M.	1 P.M.	9 P.M.	MEAN.	Reading.	Date.	Reading.	Date.	Monthly.	Greatest in 24 hours.	Date.	7 A.M.	1 P.M.	9 P.M.	MEAN.	Mean Maximum.	Mean Minimum.	Mean Range.	Greatest.	Date.	Least.	Date.	Reading.	Date.	Reading.	Date.	Monthly Range.	Date.	Mean Temp.	Date.	Mean Temp.	7 A.M.	1 P.M.	9 P.M.	MEAN.
July	Barrie	44.25	79.45	59	779	29.0831	29.0678	29.0544	29.0691	29.269	1 p.m.	28.848	1 p.m.	24	391	265	69.22	83.46	73.81	75.33	87.45	64.48	22.97	34.4	2	12.9	23	97.2	14	49.5	26	47.7	14	85.43	29	70.83	660	762	628	664
	Belleville	44.10	77.25	72	707	29.0811	29.0693	29.0617	29.0788	29.726	7 a.m.	29.371	7 a.m.	24	355	220	72.04	81.51	74.90	77.15	87.25	67.46	19.79	24.5	28	15.2	7	100.6	13	56.5	27	44.1	13	85.63	25	76.23	624	712	680	672
	Concord	45.0	74.50	175	175	29.5322	29.4964	29.5023	29.5103	29.074	9 p.m.	29.232	9 p.m.	31	382	263	73.39	82.67	73.46	76.51	87.51	63.20	21.31	39.8	17	14.6	31	100.2	14	50.4	27	49.8	14	88.37	27	78.61	616	709	665	660
	Godrich	43.45	81.42	157	715	29.2653	29.2513	29.2250	29.2473	29.508	7 a.m.	29.011	7 a.m.	23	497	194	73.68	78.32	72.14	74.52	81.28	64.98	16.30	24.9	30	9.3	28	89.6	13	52.5	27	37.1	14	82.80	25	64.65	654	730	645	676
	Hamilton	43.12	79.50	90	325	29.0227	29.588	29.589	29.601	29.792	7 a.m.	29.321	1 p.m.	24	471	238	74.4	89.8	75.9	79.99	63.3	20.70	39.6	17	11.9	23	106.3	14	50.2	27	56.1	14	88.6	27	70.6	653	674	637	655	
	Pembroke	45.50	77.10	400	400	28.4891	28.3807	28.4337	28.4345	29.222	7 a.m.	28.839	9 p.m.	21	383	306	68.63	82.49	74.32	75.15	85.90	60.33	25.57	31.9	28	15.5	24	97.9	14	48.4	27	49.5	14	87.0	6	65.63	608	687	665	654
	Peterborough	44.20	78.25	629	629	29.2992	29.2339	29.2603	29.2711	29.426	9 p.m.	29.013	1 p.m.	24	411	250	72.2	87.17	72.94	77.54	90.25	61.01	21.21	39.2	18	18.9	8	99.1	14	48.2	27	50.9	14	86.53	27	70.53	592	690	614	601
	Simcoe	42.51	80.14	150	716	29.1177	29.0619	29.0683	29.0983	29.351	7 a.m.	28.899	1 p.m.	7	485	295	68.85	84.28	72.98	75.37	89.14	61.92	23.70	31.7	30	14.2	31	93.5	14	47.5	26	46.0	14	83.60	27	66.76	599	695	620	654
	Stratford	43.25	80.58	1182	620	28.7652	28.7360	28.7294	28.7435	28.888	7 a.m.	28.515	1 p.m.	24	373	199	67.15	83.01	72.60	74.99	85.62	61.92	23.70	31.7	30	14.2	31	93.5	14	47.5	26	46.0	14	83.0	29	63.03	649	681	677	669
	Windsor	42.20	83.00	620	620	28.3891	29.3622	29.3515	29.3636	29.521	7 a.m.	29.149	9 p.m.	23	372	166	73.88	86.60	73.41	77.98	88.70	66.76	21.94	29.0	18	6.9	31	98.8	18	53.9	27	44.9	14	84.63	29	69.16	712	710	720	716
August	Barrie	44.25	79.45	59	779	29.1430	29.1018	29.1070	29.1192	29.394	7 a.m.	28.514	1 p.m.	1	380	359	63.91	74.37	64.55	67.61	77.37	55.44	21.93	33.6	13	10.4	9	85.6	28	44.0	13	41.6	19	73.23	11	60.23	461	470	438	460
	Belleville	44.10	77.25	72	707	29.6192	29.6192	29.6244	29.6001	29.901	7 a.m.	29.238	9 p.m.	1	663	356	63.91	75.71	67.02	68.88	78.11	38.10	20.31	29.8	18	9.3	19	84.3	6	43.3	17	41.0	8	74.63	17	60.50	510	560	562	544
	Concord	45.0	74.50	175	175	29.5342	29.5407	29.5529	29.5493	29.818	1 p.m.	29.111	7 a.m.	1	737	318	65.95	76.45	66.58	69.55	80.40	55.88	24.52	41.1	18	9.4	12	87.1	6	43.3	18	46.1	19	75.7	17	58.03	391	547	520	519
	Godrich	43.45	81.42	157	715	29.2950	29.2691	29.2595	29.2746	29.521	1 p.m.	28.892	1 p.m.	8	659	402	64.75	71.80	64.86	67.54	74.17	58.07	16.10	26.5	13	8.7	7	84.9	7	46.3	13	38.6	9	75.33	11	58.63	511	583	493	529
	Hamilton	43.12	79.50	90	325	29.0668	29.639	29.635	29.647	29.896	1 p.m.	29.237	1 p.m.	8	659	367	66.6	78.7	66.9	70.36	84.0	55.4	28.6	40.1	25	10.1	11	93.3	26	47.5	13	45.8	29	77.9	11	60.3	481	478	503	487
	Pembroke	45.50	77.10	400	400	29.1996	29.1340	29.1383	29.1573	29.521	7 a.m.	28.736	1 p.m.	1	785	393	60.94	72.47	65.55	66.32	75.90	52.50	23.40	37.4	28	12.6	31	87.4	25	36.9	17	51.5	29	73.83	17	56.70	469	497	464	474
	Peterborough	44.20	78.25	629	629	29.339	29.2913	29.2955	29.309	29.613	7 a.m.	28.892	1 p.m.	1	721	421	62.22	76.83	63.35	67.80	78.87	53.47	25.40	36.3	28	15.3	1	86.8	28	42.7	17	44.1	28	73.66	17	60.63	467	462	452	461
	Simcoe	42.51	80.14	150	716	29.1076	29.0638	29.0706	29.0907	29.303	7 a.m.	28.733	1 p.m.	8	370	315	64.75	71.25	63.13	64.49	79.91	54.22	22.06	33.7	13	10.3	11	83.4	7	40.0	13	43.4	7	72.53	12	58.30	490	524	523	512
	Stratford	43.25	80.58	1182	620	28.7608	28.7624	28.7724	29.004	7 a.m.	28.408	9 p.m.	8	506	362	60.67	73.54	63.96	66.06	76.28	54.22	22.06	33.7	13	10.3	11	83.4	7	40.0	13	43.4	7	72.53	12	58.30	490	524	523	512	
	Windsor	42.20	83.00	620	620	29.4295	29.4058	29.4040	29.4131	29.615	7 a.m.	29.067	1 p.m.	1	548	334	64.74	77.60	64.80	69.04	83.3	54.22	22.06	33.7	13	10.3	11	83.4	7	40.0	13	43.4	7	72.53	12	58.30	490	524	523	512
September	Barrie	44.25	79.45	59	779	29.1200	29.1048	29.1100	29.1116	29.412	9 p.m.	28.791	9 p.m.	22	921	454	53.16	61.51	53.83	56.17	64.15	46.18	17.97	28.1	14	8.6	16	75.6	12	32.0	21	43.6	12	69.50	25	41.10	347	374	348	356
	Belleville	44.10	77.25	72	707	29.6479	29.6396	29.6564	29.6480	29.975	7 a.m.	29.354	7 a.m.	9	921	477	54.23	62.57	55.93	57.58	67.07	48.47	16.50	27.3	16	7.1	4	77.0	11	34.7	21	42.3	11	71.26	21	41.53	395	467	414	425
	Concord	45.0	74.50	175	175	29.5734	29.5718	29.6066	29.5840	29.930	7 a.m.	29.283	7 a.m.	9	647	465	56.12	62.81	56.60	58.51	67.51	45.18	23.33	34.5	15	10.9	29	85.1	11	34.7	22	55.4	11	75.03	25	43.87	380	413	358	381
	Godrich	43.45	81.42	157	715	29.2069	29.2691	29.2669	29.2776	29.585	1 p.m.	28.920	9 p.m.	8	665	577	58.47	60.64	55.62	57.24	64.16	49.31	14.85	24.3	21	7.3	11	74.8	12	35.2	21	39.6	11	69.57	21	44.60	383	425	464	403
	Hamilton	43.12	79.50	90	325	29.666	29.660	29.663	29.6627	29.983	1 p.m.	29.334	9 p.m.	8	649	432	54.8	61.5	55.6	58.23	69.8	45.9	23.9	37.5	16	8.5	25	82.3	12	34.2	21	48.1	12	71.2	25	44.7	375	424	406	401
	Pembroke	45.50	77.10	400	400	29.2471	29.2105	29.2360	29.2312	29.560	7 a.m.	28.902	7 a.m.	9	658																									

TABLE I.—METEOROLOGICAL OBSERVATIONS, 1868.—*Continued.*

No. 2.—HUMIDITY, WIND, CLOUDINESS, RAIN, SNOW AND AURORAS.

[illegible]

^a Where the clouds have contrary motions, the higher current is entered here.

^b Velocity is estimated, 0 denoting calm or light air: 10 denoting very heavy hurricane.

c 10 denotes that the sky is covered with clouds; 0 denotes that the sky is quite clear of clouds.

TABLE K.—THE NORMAL SCHOOL FOR ONTARIO, 1868.

ABSTRACT No. 1.—GROSS ATTENDANCE OF STUDENTS, CERTIFICATES, &c.

THE SESSIONS.

THE SESSIONS.	APPLICANTS FOR ADMISSION.			REJECTED.			ADMITTED.			WHO HAD BEEN TEACHERS BEFORE.		
	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.
From the 1st to the 38th Session, inclusive.....	5736	3037	2699	602	311	291	5134	2726	2408	2596	1833	770
Thirty-ninth Session, 1868.....	137	63	72	14	7	7	123	58	65	60	43	17
Fortieth Session, 1868.....	151	55	96	11	5	6	140	50	90	56	39	17
Grand Total.....	6024	3157	2867	627	323	304	*5397	2834	2563	2712	1908	804

ABSTRACT No. 1.—GROSS ATTENDANCE OF STUDENTS, CERTIFICATES, &c.—Continued.

THE SESSIONS.	WHO ATTENDED FORMERLY.			WHO LEFT.			WHO RECEIVED PROVINCIAL CERTIFICATES.		
				REGULARLY.			IRREGULARLY.		
				Total.	Male.	Female.	Total.	Male.	Female.
From the 1st to the 38th Session, inclusive.....	1723	731	992	975	589	386	290	215	75
Thirty-ninth Session, 1888.....	40	14	26	29	18	11	7	4	3
Fortieth Session, 1888.....	64	26	38	39	14	16	1	1	.....
Grand Total.....	1827	771	1056	1034	621	413	268	220	78

* Of this number 49 were admitted by fees, 420 received "Certificates of Standing in Class," from the Masters, before Provincial Certificates were issued, and 2,194 received weekly aid, amounting to \$44,369.50. But of the whole number of admissions, a very large proportion have attended two or three Sessions—some even four and five—so as greatly to reduce the aggregate of individual attendance. And the same is true, in a lesser degree, of the number of Provincial Certificates in the aggregate of the last triple column—the number of these actually valid on the 31st of December, 1868, being 1,967, of which a considerable number have lapsed by deaths, and become otherwise unavailable by removals.

TABLE K.—THE NORMAL SCHOOL FOR ONTARIO, 1868.—*Concluded.*ABSTRACT No. 2.—COUNTIES WHENCE TEACHERS IN TRAINING AT THE NORMAL SCHOOL CAME.—*Concluded.*

THE SESSIONS.	Haldimand.		Norfolk.		Oxford.		Waterloo.		Wellington.		Grey.		Perth.		Huron.		Bruce.		Middlesex.		Elgin.		Kent.		Lambton.		Essex.		Grand Total.	
	Total.	Male.	Total.	Male.	Total.	Male.	Total.	Male.	Total.	Male.	Total.	Male.	Total.	Male.	Total.	Male.	Total.	Male.	Total.	Male.	Total.	Male.	Total.	Male.	Total.	Male.	Total.	Male.	Total.	
From the 1st to the 38th Ses- sion, inclusive.....	70 42	28 87	50 37	166	6 70	56 43	13	112 71	41 33	17 16	82 60	22 66	55 11	33 26	7	251	131	120 87	65 22	56 29	27 49	28 21	18 10	8	5134	20 42	28 87	50 37	166	
Thirty-ninth Session, 1868.....	2	2	2	4	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	123	
Fortieth Session, 1868.....	1	1	1	6	2	4	1	1	1	3	2	1	2	3	3	13	5	3	3	2	1	1	1	1	1	1	1	1	140	
Grand Total.....	73 42	31 87	50 37	176	100 76	59 46	13	115 73	42 41	25 16	91 66	25 70	59 11	38 31	7	269	138	131 93	69 24	59 32	27 53	30 23	19 10	9	5307*	73 42	31 87	50 37	176	

* See Note to Abstract No. 1, page 77.

ABSTRACT No. 3.—RELIGIOUS PERSUASION OF THE STUDENTS ATTENDING THE NORMAL SCHOOL.

THE SESSIONS.	Total Number of Students admitted.		Church of England.		Roman Catholic.		Presbyterian.		Methodists.		Baptists.		Congregationalists.		Lutherans.		Quakers.		Universalists.		Unitarians.		Disciples.		Other persuasions.													
	Total.	Male.	Total.	Female.	Total.	Male.	Total.	Male.	Total.	Male.	Total.	Male.	Total.	Male.	Total.	Male.	Total.	Male.	Total.	Male.	Total.	Male.	Total.	Male.	Total.	Male.												
From the 1st to the 38th Session, inclusive	5134	2725	2409	877	417	460	229	102	127	1412	775	637	1799	935	834	408	236	172	212	80	132	4	4	40	31	9	4	4	4	8	4	4	26	12	14	115	65	20
Thirty-ninth Session, 1868	123	58	65	19	5	14	5	1	4	38	19	20	46	27	19	8	4	4	4	1	3	1	3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
Fortieth Session, 1868	140	50	90	34	9	25	5	2	3	49	20	29	40	16	24	5	2	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4		
Grand Total	5397	2833	2564	930	431	499	239	105	134	1560	814	686	1885	1008	877	421	242	179	220	81	139	5	5	40	31	9	4	4	4	9	4	5	29	13	16	115	65	20

* See Note to Abstract No. 1, page 77.

TABLE L.—The other Educational Institutions of Ontario.

TOTALS.	COLLEGES.				ACADEMIES AND PRIVATE SCHOOLS.					TOTAL.		
	Number of Colleges.	Number of Students.	Annual Income or Legislative Aid.	Amount received from Fees.	Number of Academies and Private Schools.	Number of Pupils.	Number of months open.	Number of Teachers.	Amount received from Fees.	Total Colleges, Academies and Private Schools.	Total Students and Pupils.	Total amount received from Fees or Legisla- tive Aid.
			\$ cts.	\$ cts.					\$ cts.			\$ cts.
Total Counties.....					87	1657	8	107	6410 50	87	1657	6410 50
“ Cities	11	1320	115000 00	42000 00	67	2235	11	104	52500 00	78	3555	209500 00
“ Towns.....	5	610	44000 00	41000 00	93	2151	10	135	20843 00	98	2761	75843 00
“ Villages					35	612	9	41	2397 00	35	612	2397 00
Grand Total, 1868.....	16	1930	159000 00	53000 00	282	6655	10	387	82150 50	298	8585	294150 50
“ 1867.....	16	1930	159000 00	53000 00	312	6743	10	405	82557 00	328	8673	294557 00
Increase.....												
Decrease					30	88	.....	18	406 50	30	88	406 50

TABLE M.—STATEMENT No. 1.—The Free Public Libraries of Ontario.

THE FREE PUBLIC LIBRARIES SUPPLIED BY THE EDUCATION DEPARTMENT
DURING THE YEAR 1868.

COUNTIES AND NAMES OF COMMON SCHOOL LIBRARIES.			MONEYS.			Total number of Volumes supplied in 1868.
			Amount of Local Ap- propriation for 1868.	Amount of Legislative Apportion- ment for 1868.	Value of Books sent in 1868.	
<i>Lanark :</i>			\$ cts.	\$ cts.	\$ cts.	
	Dalhousie, Township.....		395 00	395 00	790 00	1042
<i>Frontenac:</i>	Pittsburgh, No. 12		50 00	50 00	100 00	95
<i>Northumberland :</i>	Alnwick, " 3		25 00	25 00	50 00	70
<i>Durham :</i>	Clarke, " 5		16 00	16 00	32 00	42
	Manvers, " 1		38 00	38 00	76 00	104
	Do " 6		31 00	31 00	62 00	83
<i>Victoria :</i>	Ops, " 4		10 00	10 00	20 00	28
<i>Ontario :</i>	Thorah, Township		20 00	20 00	40 00	47
	Scott, No. 1		25 00	25 00	50 00	64
	Uxbridge, " 1		28 00	28 00	56 00	201
<i>York :</i>	Markham, " 8		100 00	100 00	200 00	246
	York " 21		20 00	20 00	40 00	59
<i>Halton :</i>	Esquesing, " 5		10 00	10 00	20 00	26
	Trafalgar, " 13		28 80	28 80	57 60	96
	Do " 15		7 50	7 50	15 00	22
<i>Wentworth :</i>	Ancaster and Flamboro' W., No. 3, U. S. S... ..		22 00	22 00	44 00	82
	Barton, No. 2		21 00	21 00	42 00	184
	Do " 7		30 00	30 00	60 00	108
	Saltfleet, " 5		20 40	20 40	40 80	68
<i>Brant :</i>	Burford, " 19		30 00	30 00	60 00	75
	Scotland, Grammar School		16 00	16 00	32 00	50
<i>Welland :</i>	Fonthill, "		20 00	20 00	40 00	39
<i>Norfolk :</i>	Townsend, No. 8		35 00	35 00	70 00	119
	Walsingham, " 15		25 00	25 00	50 00	87
	Do " 19		25 00	25 00	50 00	79
<i>Waterloo :</i>	Dunfries North, " 19		25 00	25 00	50 00	77
<i>Wellington :</i>	Garafraxa, " 15		50 00	50 00	100 00	146
	Guelph, " 4½		20 00	20 00	40 00	68
	Puslinch, " 6		26 00	26 00	52 00	72
<i>Grey :</i>	Melancthon, " 4		10 31½	10 31½	20 63	38
	Sydenham, " 8		18 00	18 00	36 00	50
<i>Perth :</i>	Elma, " 1		25 00	25 00	50 00	75
	Do " 4		8 00	8 00	16 00	32
	Downie, " 4		21 00	21 00	42 00	49
	Hibbert and Logan, " 1, U. S. S		7 00	7 00	14 00	27
	Mornington, " 5		20 00	20 00	40 00	60
<i>Huron :</i>	Ashfield, " 12		10 70	10 70	21 40	25
	Colborne, " 6		12 00	12 00	24 00	36
	Goderich, " 10		10 00	10 00	20 00	40
<i>Bruce :</i>	Amabel and Albemarle, Townships		50 00	50 00	100 00	142
	Brant, No. 10		5 45	5 45	10 90	24
	Bruce, " 12		10 08	10 08	20 16	29

TABLE M.—STATEMENT No. 1.—The Free Public Libraries of Ontario.—
Continued.

THE FREE PUBLIC LIBRARIES SUPPLIED BY THE EDUCATION DEPARTMENT
DURING THE YEAR 1868.

COUNTIES AND NAMES OF COMMON SCHOOL LIBRARIES.			MONEYS.			Total number of Volumes supplied in 1868.
			Amount of Local Appropriation for 1868.	Amount of Legislative Apportionment for 1868.	Value of Books sent in 1868.	
<i>Bruce</i> —Continued:			\$ cts.	\$ cts.	\$ cts.	
	Carrick,	No- 10	10 00	10 00	20 00	86
	Cubross,	" 9	16 90	16 00	32 00	46
	Huron,	" 7	10 00	10 00	20 00	29
	Do	" 9	5 00	5 00	10 00	18
<i>Middlesex</i> :						
	London,	" 23	79 45	79 45	158 90	194
	McGillivray,	" 6	10 00	10 00	20 00	49
<i>Kent</i> :						
	Camden,	" 9	25 00	25 00	50 00	103
<i>Lambton</i> :						
	Sarnia,	" 2	25 00	25 00	50 00	33
<i>Essex</i> :						
	Gosfield,	" 2	20 00	20 00	40 00	68
	Do.	" 4	10 00	10 00	20 00	42
	Tilbury West,	" 3	42 00	42 00	84 00	126
<i>Cities</i> :						
	Toronto,	County Jail.....	25 00	25 00	50 00	152
	Do	Normal and Model Schools	200 00	200 0	400 00	640
<i>Towns</i> :						
	Belleville,	B. S. T	13 00	13 00	26 00	33
	Goderich,	B. S. T	25 99	25 99	51 98	74
	Perth,	B. S. T	200 00	200 00	400 00	506
	St. Mary's,	U. S	15 98	15 98	31 96	33
	Whitby,	U. S	5 37½	5 37½	10 75	3
<i>Villages</i> :						
	New Edinburgh,	B. S. T	35 00	35 00	70 00	87
	Oil Springs	B. S. T	60 00	60 00	120 00	145
Total			2210 04	2210 04	4420 08	6573

TABLE M.—STATEMENT No. 2.—The Free Public Libraries of Ontario.—Continued.

COUNTIES.	THE FREE PUBLIC LIBRARIES SUPPLIED BY THE EDUCATION DEPARTMENT.										OTHER PUBLIC LIBRARIES				TOTAL.
	MONEYS.						No. of libraries, exclusive of sub-divisions.	Total number of volumes in libraries.	Sunday School Libraries.		Other Public Libraries.				
	Amount of local ap-propriation for 1868	Amount of legisla-tive apportion-ment for 1868	Value of Books sent in 1868.	Value of books sent in former years.		Total value of books sent.									
				\$	cts.				Libraries.	Volumes.	Libraries.	Volumes.			
Glengarry	\$	cts.	\$	cts.	\$	cts.	3	650	9	1090			12	1740	
Stormont			350 70	350 70			4	1225	15	1480	2	310	21	3015	
Dundas			601 22	601 22			4	1401	25	2133	1	82	30	3616	
Prescott			800 00	800 00			5	1988	26	3676	3	1650	34	7314	
Russell			1031 05	1031 05			4	1270	10	900	1	860	15	2970	
Carleton			652 37	652 37			15	4009	27	3478	2	180	44	7667	
Grenville			1973 62	1973 62			5	1899	29	3924	1	579	35	6312	
Leeds			876 00	876 00			19	2212	69	6567	3	350	91	9129	
Lanark	395 00	395 00	790 00	4357 80	5147 80		39	9851	56	7000	30	5500	125	22361	
Renfrew				1563 72	1563 72		18	2950	29	2136	3	850	50	5986	
Frontenac	50 00	50 00	100 00	634 77	754 77		8	1391	30	3683	3	959	41	6024	
Addington				430 00	430 00		2	692	25	4153	2	630	29	5475	
Lennox				720 00	720 00		2	1556	14	1282	4	350	20	3188	
Prince Edward				1237 60	1537 60		11	2503	38	4361	3	900	52	7564	
Hastings				2811 84	2811 84		21	5336	55	6019	3	957	79	12312	
Northumberland	25 00	25 00	50 00	4296 26	4346 26		33	8684	78	9471	6	2380	117	20735	
Durham	85 00	85 00	170 00	1246 57	1416 57		21	3200	57	7393	3	450	81	11043	
Peterborough				3313 56	3313 56		24	6892	31	3150	6	1319	61	11361	
Victoria	10 00	10 00	20 00	570 24	590 24		45	3457	26	2275	3	360	74	6092	
Ontario	73 00	73 00	146 00	4779 12	4925 12		28	8617	46	8286	6	2900	80	19803	
York	120 00	120 00	240 00	8550 38	8790 38		73	12513	95	12513	23	5645	191	33421	
Peel				4613 66	4613 66		52	8149	48	6828	3	680	103	15657	
Simcoe				3963 85	3963 85		40	7202	52	5911	7	2156	99	15269	
Haldimand	46 30	46 30	92 60	1283 84	1376 44		15	2132	33	7630	11	3126	59	12888	
Wentworth	93 40	93 40	186 80	1770 80	1956 80		17	4011	53	8506	9	2366	79	14877	
Brant	46 00	46 00	92 00	971 80	1063 80		15	4524	47	6794	3	2276	65	11440	
Lincoln				2634 50	2634 50		23	4524	41	5427	3	2700	67	12651	
Welland				964 00	1004 00		13	1952	51	6995	4	1516	68	10463	
Haldimand	20 60	20 00	40 00	3201 10	3201 10		33	5595	50	5265	3	2370	86	13530	

COUNTIES.

TABLE M.—STATEMENT No. 3.—The Free Public Libraries of Ontario.—*Concluded.*

The following is a statement of the number and classification of Public Library and Prize Books sent out from the Depository of the Ontario Education Department, from 1853 to 1808, inclusive.

Number of volumes sent out during the years	Total Library Books, of	History.	Zoology and Physiol- ogy.	Botany.	Phenomena.	Physical Science.	Geology.	Natural Philosophy and Manufactures.	Chemistry.	Agricultural Chem- istry.	Practical Agriculture	Literature.	Voyages.	Biography.	Tales and Sketches— Practical Life.	Fiction.	Teachers' Library.	Prize Books.	(Grand Total Library and Prize Books.
1853	21922	4158	1602	287	906	526	234	940	132	192	807	2694	1141	2917	5178	.....	208	.....	21922
1854	66711	10633	5332	1036	2172	1351	636	4780	629	321	3235	5764	4350	6393	19307	.....	578	.....	66711
1855	5475	2053	5475	518	558	663	200	1808	207	76	1432	3361	2325	3081	6049	.....	452	.....	28059
1856	13069	2498	652	118	397	287	77	660	55	31	418	1523	1019	1844	3832	.....	258	.....	13069
1857	29833	5295	1763	321	632	817	195	1729	134	67	1257	2391	2253	3516	9219	.....	244	.....	32390
1858	7587	1567	503	86	132	98	61	276	27	2	186	713	843	744	2245	.....	84	.....	15632
1859	9308	1670	551	136	209	192	130	432	87	18	300	1169	714	1127	2401	.....	172	.....	21397
1860	9072	1561	475	144	223	200	100	526	61	17	339	852	797	1115	2520	.....	142	.....	29206
1861	6488	1273	302	59	101	72	64	223	36	2	172	601	760	880	1826	.....	117	.....	26931
1862	5599	927	244	45	99	43	75	211	45	24	165	412	661	830	1706	.....	112	.....	29760
1863	6274	707	304	42	97	80	67	282	26	6	202	547	652	864	2286	.....	112	.....	33359
1864	3361	552	140	11	47	38	28	134	7	.....	87	321	200	451	1198	.....	57	.....	39164
1865	3882	611	168	20	62	53	26	131	3	.....	110	328	534	553	1225	.....	58	.....	33381
1866	6856	1144	217	56	125	81	53	282	26	19	291	652	776	784	2200	.....	148	.....	36742
1867	6426	1003	125	20	78	65	15	189	7	.....	118	524	595	650	1971	.....	66	.....	44001
1868	6573	1106	214	39	86	51	42	195	26	.....	132	554	979	736	2211	.....	52	.....	63727
Totals	231220	40180	14845	2732	5944	4617	2005	12798	1508	775	9271	22406	19290	26485	65374	150	2840	388137	619357
Deduct Volumes returned for exchange, &c																			616
Volumes sent to Mechanics' Institutes, &c., not included in the above																			618741
Grand Total, Library and Prize Books, despatched up to the 31st December, 1808																			9268
																			628009

TABLE N.—The Grammar and Common Schools of Ontario, 1868.

SUMMARY OF MAPS, APPARATUS AND PRIZE BOOKS SUPPLIED TO COUNTIES, CITIES, TOWNS AND VILLAGES DURING THE YEAR.

COUNTIES.	MONEYS.			MAPS OF :										APPARATUS.			Object Lessons.	Prize Books
	Local Contributions.	Legislative Apportionment.	Total.	World.	Europe.	Asia.	Africa.	America.	B. N. America and Canada.	Great Britain and Ireland.	Single Hemispheres.	Classical and Scriptural.	Other Charts and Maps.	Globes.	Sets of Apparatus.	Other School Apparatus, pieces.	Historical and other Lessons in sheets.	
Glenagary	\$ cts.	\$ cts.	\$ cts.															No. of Volumes.
Stormont	46 00	46 00	92 00	2	1			2	2	1		1		1		1	3	213
Dundas	45 27	45 27	90 54	1	1				2			1		1			3	162
Prescott	39 51	39 51	79 02	1	2	1	2	1	1	1		1	4				51	176
Russell	24 00	24 00	48 00	1	1				1									64
Carleton	225 55	225 55	451 10	3	8	5	5	5	8	4	4	3	3	1			64	824
Greenville	52 70	52 70	105 40	3	3	1	2	2	4		2						17	120
Leeds	113 37½	113 37½	226 75	3	3	2	2	2	1		6						6	233
Lanark	324 50	324 50	649 00	1	6	4	4	4		4	4	6	1	1	1	1	23	640
Renfrew	141 91	141 91	283 82	3	3	2	2	2	3	7	4	4	3	1	3	3	61	1154
Frontenac	115 34	115 34	230 68	2	4	2	1	2	2		2	2	2	3	1	1	54	767
Addington	69 95	69 95	139 90	2					2	4				1		2	54	593
Lennox	29 70	29 70	41 40	1	1	1	1	1	1					1			43	299
Prince Edward	55 00	55 00	110 00		1	1	1	1	1					1				102
Hastings	150 25½	150 25½	300 51	2	6	4	4	5	5	3	4	6	5	2	1	1	64	279
Northumberland	181 17½	181 17½	362 35	1	4	2	2	3	3		6	6	10	1	1	5	168	758
Durham	177 82	177 82	355 64	1	1	2	2	2	1	3	4	3	1	2	1	1	15	833
Peterborough	85 28½	85 28½	170 57	1	5	2	2	4	4	7	3	3	5	1	1	1	69	947
Victoria	275 17	275 17	550 34	2	4	3	3	3	4		6	3					80	1346
Ontario	367 01½	367 01½	734 03	4	5	4	4	2	5	2	4	4	3	3	15	15	239	1839
York	493 66	493 66	987 32	7	7	4	4	2	2	2					6	2	60	2579
Peel	265 00	265 00	530 00	2	1				4					1			38	1461
Simcoe	615 91½	615 91½	1231 83	5	9	8	8	8	9	7	6	10	6	4	4	2	46	3146
Haldon	354 36	354 36	708 72	2	5	4	4	4	4		4	2			3	3	2	1403
Wentworth	319 62	319 62	639 24	2	7	5	4	4	3	5	6	4	22	2	4	6	19	1282
Brant	113 33	113 33	226 66	4	5	2	2	3	3	1		1	5	2	1	2	64	424
Lincoln	119 25	119 25	238 50	1	1			1	2				1	1	1			428
Welland	89 30	89 30	178 60	3	4	4	4	1	4		2	1	5	1	1	9	112	214

TABLE O.—The Superannuated or Worn-out Common School Teachers.

No.	NAME.	Age in 1868.		Years of Teaching in Ontario.	Amount of Pension for 1868.*	Amount of cash paid pensioners from 1st Jan'y to 30th Dec.	Period for which the payments were made.
					\$ cts.	\$ cts.	
4	Magnus Swanson	85	18		27 00	21 20	Last half 1867, first half 1868.
6	Donald Currie	80	18		27 00	33 60	do do second $\frac{1}{2}$ 1868.
11	Thomas J. Graffe	61	18		27 00	33 60	do do do
13	James Benton	72	25		37 50	49 00	do do do
15	James Breakenridge †	64	32		48 00	122 00	do do do
17	Robert C. Mills	82	23		34 50	28 20	do do do
19	Peter Stewart	85	22		33 00	42 40	do do do
20	David Thompson	79	28		26 70	49 20	do do do
21	John Price	76	24		36 00	46 80	do do do
22	William Gordon	81	30		21 00	38 00	do do do
31	John McKenzie	76	17 $\frac{1}{2}$		12 25	10 25	do do do
36	Donald McDonald	82	13		19 50	14 20	do do do
42	W. R. Thornhill	70	22		33 00	42 40	do do do
43	William Irvine	86	17 $\frac{1}{2}$		12 25	10 25	do do do
45	John Fletcher	59	18		27 00	33 60	do do do
46	John B. Emons	72	27		40 50	53 40	do do do
47	John Newlan	77	24		36 00	46 80	do do do
49	George Reynolds	73	28 $\frac{1}{2}$		42 75	56 70	do do do
54	Alexander Miller	82	28 $\frac{1}{2}$		42 75	56 70	do do do
55	John Donald	69	20 $\frac{1}{2}$		30 75	39 10	do do do
56	Angus McDonell	73	33 $\frac{1}{2}$		50 25	67 70	do do do
57	James Forde	66	18		27 00	33 60	do do do
59	Gilbert McAulay	88	18		12 60	10 60	do do do
60	Gideon Gibson	83	19		28 50	35 80	do do do
63	Donald McDougall	68	14		21 00	24 80	do do do
71	Thomas White	78	23 $\frac{1}{2}$		35 63	46 26	do do do
72	Rev. Joshua Webster	74	22		33 00	42 40	do do do
73	Norman McLeod	76	16		24 00	29 20	do do do
75	M. Kineborough	88	31		46 50	62 20	do do do
78	William Foster	68	22		33 00	42 40	do do do
79	William Glasford	58	18 $\frac{1}{2}$		27 75	34 70	do do do
81	William Powers	69	30		21 00	19 00	do do do
82	John Vert	58	21 $\frac{1}{2}$		32 25	41 30	do do do
83	William Benson	71	23		34 50	44 60	do do do
84	William Kearns	76	25		37 50	49 00	do do do
86	James Leys	76	17		25 50	31 40	do do do
87	John Healy	79	26		39 00	51 20	do do do
88	Hector McRae	72	20		30 00	38 00	do do do
92	Emily Cozens	63	27		40 50	53 40	do do do
93	William Dermott	70	13		19 50	22 60	do do do
96	Walter Hick	80	25		36 50	49 00	do do do
97	John Higginbotham	77	22		33 00	42 40	do do do
101	William Leonard	83	13		19 50	22 60	do do do
107	Daniel Wing	65	26		39 00	51 20	do do do
110	Martin Devereux	71	23		34 50	44 60	do do do
111	Michael O'Kane	76	20 $\frac{1}{2}$		30 75	39 10	do do do
114	Alexander Jenkins	74	18		27 00	33 60	do do do
115	Isabella Kennedy	66	22		33 00	42 40	do do do
117	William Miller	82	10		15 00	16 00	do do do
118	Robert Beattie	73	20 $\frac{1}{2}$		30 75	39 10	do do do
119	John L. Biggar	76	25		37 50	49 00	do do do
120	William Corry	78	17		25 50	31 40	do do do
121	Marianne Ederington	57	20		30 00	38 00	do do do
122	Peter Fitzpatrick	76	23		34 50	44 60	do do do
123	James Guthrie	77	14		9 80	15 60	do do do
126	James Kehoe	68	19		28 40	89 45	For 1865 to 1868.
127	William Leahy	79	12		8 40	12 80	Last half 1867, first half 1868.
128	James McQueen	61	22 $\frac{1}{2}$		33 75	43 00	do do second $\frac{1}{2}$ 1868.
129	John Miskelly	70	12 $\frac{1}{2}$		18 75	21 50	do do do

*The pensions are subject to a deduction, before payment, of \$4 for annual subscription required by law.

†Half of this pensioner's allowance was attached by the County Judge.

TABLE O.—The Superannuated or Worn-out Common School Teachers.—*Cont'd.*

No.	NAME.	Age in 1868.	Years of Teaching in Ontario.	Amount of Pension for 1868.	Amount of cash paid pensioners from 1st Jan'y to 30th Dec.	Period for which the payments were made.		
						\$	cts.	
132	Nicholas Fagan	74	13	19 50	22 60	Last half 1867, first half 1868, second $\frac{1}{2}$ 1868.		
133	Andrew Power	50	17	25 50	31 40	do	do	do
136	James Ramsay	63	17	25 50	31 40	do	do	do
137	Catharine Snyder	59	18	27 00	33 60	do	do	do
139	John Tucker	75	21	31 50	40 20	do	do	do
140	John Brown	70	26	39 00	51 20	do	do	do
141	John Monaghan	64	15	22 50	27 00	do	do	do
142	Richard Youmans	64	20	30 00	38 00	do	do	do
144	William Ferguson	68	24	36 00	46 80	do	do	do
145	Thomas Flanagan	71	20	30 00	38 00	do	do	do
146	Patrick Jones	79	36	54 00	73 20	do	do	do
147	Jesse Loomis	77	19	13 30	11 30	do		
148	Edward Ryan	77	25	37 50	49 00	do	do	do
149	Daniel Sheehan	84	20	30 00	38 00	do	do	do
155	Alexander Middleton	69	20	30 00	38 00	do	do	do
156	George Miller	85	12	8 40	6 40	do		
157	Jeremiah O'Leary	68	22	14 70	12 70	do		
159	Archibald McCormick	71	16	20 00	18 40	do	do	
161	Thomas Baldwin	70	13	19 50	22 60	do	do	do
162	James Bodfish	65	20	30 00	38 00	do	do	do
163	Anne Jackson	77	21	31 50	40 20	do	do	do
166	William Hildyard	62	19	28 50	35 80	do	do	do
167	Michael Murphy	80	7	10 50	2 90	do		
168	John McKenna	59	18 $\frac{1}{2}$	27 75	34 70		do	do
169	Mary Richards	73	33	49 50	66 60	do	do	do
170	W. B. P. Williams	64	9	13 50	13 80			do
171	Julius Ansley	64	18	27 00	33 60	do	do	do
172	Thomas Baker	73	19	28 50	35 80	do	do	do
173	Thomas Buchanan	63	20	30 00	38 00	do	do	do
174	Matthew M. Hutchins	61	22	33 00	42 40	do	do	do
178	Helen McLaren	59	21	31 50	40 20	do	do	do
179	Ralph McCallum	59	23	34 50	44 60	do	do	do
180	Edward Potts	73	23	34 50	44 80	do	do	do
182	Daniel D. Barrett	64	19	28 50	35 80	do	do	do
183	William Clarke	72	12	18 00	20 40	do	do	do
184	John Dods	63	21	31 50	40 20	do	do	do
186	P. G. Mulhern	68	29	43 50	57 80	do	do	do
188	Thomas Sanders	76	30	45 00	60 00	do	do	do
189	George Townley	79	19	13 30	22 60	do	do	
190	George Weston	70	22 $\frac{1}{2}$	33 75	43 50	do	do	do
192	Edmund Bradburne	60	25	21 00	19 00	do		
193	Robert Hamilton	75	16	24 00	29 20		do	do
194	John McDonnell	68	14	21 00	24 80	do	do	do
195	John McGarvey	79	20	30 00	38 00	do	do	do
196	Joseph D. Thomson	59	14	21 00	24 80	do	do	do
198	Henry Bartley	61	23	34 50	44 60	do	do	do
199	John Cameron	64	15	22 50	27 00	do	do	do
200	Melinda Clarke	58	15 $\frac{1}{2}$	23 25	28 10	do	do	do
201	James Brown	63	27 $\frac{1}{2}$	41 25	54 50	do	do	do
202	Daniel Callaghan	71	39	45 00	60 00	do	do	do
204	John McNamara	79	13	19 50	22 60	do	do	do
206	James Robinson	53	18	27 00	33 60	do	do	do
207	Jane Tyndall	64	21	31 50	40 20	do	do	do
208	William Bell	67	11	16 50	18 20	do	do	do
209	William Brown	50	13	19 50	22 60	do	do	do
210	James Armstrong	55	25	37 50	49 00	do	do	do
211	Caroline F. Mozier	59	27	40 50	53 40	do	do	do
212	Eliza Barber	50	18 $\frac{1}{2}$	27 75	34 70	do	do	do
214	James McFarlane	62	27	40 50	53 40	do	do	do
216	J. C. VanEvery	65	20	30 00	38 00	do	do	do
217	Benjamin Woods	68	29	43 50	57 80	do	do	do
218	John Younghusband	73	33 $\frac{1}{2}$	50 25	67 70	do	do	do
220	Angus McGillis	56	23	34 50	44 60	do	do	do

TABLE O.—The Superannuated or worn-out Common School Teachers.—*Concl'd.*

No.	NAME.	Age in 1868.	Years of Teaching in Ontario.	Amount of pension for 1868.	Amount of cash paid Pensioners from 1st July to 30th Dec.	Period for which the payments were made.
221	Richard Campbell	68	31	\$ 46 50	62 20	Last half 1867, first half 1868, second $\frac{1}{2}$ 1868.
222	James Mahon	58	20	30 00	38 00	do do do
224	Duncan Calder	70	25	37 50	49 00	do do do
227	Thomas Morrison	64	28	42 00	55 00	do do do
228	John Douglass	73	22	33 00	42 40	do do do
229	Daniel McGill	63	28	42 60	55 60	do do do
230	John Lenaten	73	12	18 00	20 40	do do do
231	Anna McKay	65	18	27 00	33 60	do do do
232	Sidney Russell	65	15	22 50	27 00	do do do
233	Patrick Shirreff	68	26	39 00	51 20	do do do
234	Robert Jordan	73	28	42 00	55 60	do do do
235	David Kee	53	17	25 50	31 40	do do do
237	Thomas Dorothey	57	34	51 00	68 80	do do do
238	Thomas Whitfield	59	32 $\frac{1}{2}$	48 75	65 50	do do do
239	William Beaton	71	16	24 00	*100 00	Year 1867, do do
240	John Robinson	66	17	25 50	*107 50	do do do
241	Archibald C. Boyd	43	15	+12 00	10 00	
242	James Briggs	57	37	*222 00	130 00	For 1868.
243	James Denman	66	37 $\frac{1}{2}$	*225 00	131 00	do
244	Adam Gillespie	70	24	*141 00	96 00	do
246	Charles Judge	58	17	*102 00	86 00	do
Net amount of Pensions paid in 1868.....				5957	31	

NOTE.—In the above table, where the number is omitted, the pensioner is either dead, has resumed teaching, or has withdrawn.

*Pensioners receive, for the first year in which they are placed on the list, an amount at the rate of \$6 per year of service. After the first year they receive a smaller amount, as the fund does not admit of continuing the high rate.

† For half year.

TABLE O.—GENERAL ABSTRACT.

COUNTIES FROM WHICH THE FOREGOING SUPERANNUATED TEACHERS APPLIED.		RELIGIOUS DENOMINATIONS.		NATIVES OF	
Glengarry	16	Simcoe	10	Church of England and Episcopalian...	83
Stormont	10	Halton	3	Church of Scotland and Presbyterian...	64
Dundas	7	Wentworth	8	Church of Rome	38
Prescott	6	Brant	3	Methodist	34
Carleton	12	Lincoln	8	Baptist.....	7
Grenville	10	Welland	4	Congregationalist	3
Leeds	14	Haldimand	1	“Protestant”	2
Lanark	20	Norfolk	4	Universalist	2
Renfrew	2	Oxford	3	Society of Friends	1
Frontenac	7	Wellington	7	Christian Disciple.....	1
Addington.....	4	Grey	2	Second Advent	1
Prince Edward.....	6	Perth	2	Not given	10
Hastings	7	Huron	4	Total.....	246
Northumberland	8	Bruce	1		
Durham	3	Middlesex	5		
Peterborough	8	Elgin	4		
Victoria	5	Kent.....	4		
Ontario	5	Essex	3		
York	11	Lambton	1		
Peel.....	8				
Total.....					

Of the 246 Teachers admitted to the Fund, 103 either died during or before 1898, were not heard from, resumed teaching, or withdrew from the Fund.
 Of the remaining 143, the average length of service as Common School Teachers in Ontario was 21½ years.
 The average age of each pensioner in 1898 was 69 years.
 Of the 246 Teachers admitted to the Fund, there have been 234 males and 12 females.

TABLE P.—Educational Summary for Ontario.

COUNTIES.	COMMON SCHOOLS.			GRAMMAR SCHOOLS.			OTHER INSTITUTIONS.			GRAND TOTAL.			Total amount available for Educational purposes during 1868.	
	Number of Common Schools.	Number of Common School Pupils.	Amount expended for Common School purposes during 1868.	Number of Grammar Schools.	Number of Grammar School Pupils.	Amount expended for Grammar School purposes during 1868.	Number of other Educational Institutions.	Number of their Pupils.	Amount received by other Educational Institutions during 1868.		Total number of Pupils attending them.	Total amount expended for Educational purposes during 1868.		
									\$	cts.				
Glengarry.....	75	5346	13692 88	2	96	1299 00	3	128	1500 00	5540	16781 98	1509 56	\$	cts.
Stormont.....	70	5139	11558 73	1	44	1022 59	2	40	200 00	5223	12965 32	1640 80	\$	cts.
Dundas.....	76	5676	17387 35	2	129	1752 50	2	45	150 00	5850	19675 05	1313 49	\$	cts.
Prescott.....	71	4145	9879 19	1	75	1170 40	1	40	150 00	4220	11148 59	952 50	\$	cts.
Russell.....	29	1830	5190 75	1	34	720 62	1	1	1	1864	5911 37	93 00	\$	cts.
Carleton.....	114	7892	22990 96	2	58	1024 00	1	116	400 16	7950	24415 12	4185 45	\$	cts.
Grenville.....	89	6182	17957 55	3	113	1608 13	4	82	344 00	6377	19906 08	1353 93	\$	cts.
Leeds.....	154	9893	32960 01	3	174	3142 50	3	60	800 00	10127	37202 61	3898 98	\$	cts.
Lanark.....	122	8696	35985 38	4	208	3892 33	2	30	100 00	8934	40270 91	4836 37	\$	cts.
Renfrew.....	99	5694	17920 69	3	137	1972 18	2	36	96 00	5867	20224 87	2648 79	\$	cts.
Frontenac.....	129	7165	22923 32	1	18	108 00	1	130	168 00	7183	23322 32	2774 38	\$	cts.
Addington.....	74	4673	14061 00	1	72	1475 24	3	75	300 00	4745	15725 44	2340 03	\$	cts.
Lennox.....	45	2775	9641 23	1	40	1611 28	3	290	2143 00	2890	11552 51	126 26	\$	cts.
Prince Edward.....	83	6193	22517 98	1	38	1888 57	11	264	2242 00	6521	26795 75	1804 82	\$	cts.
Hastings.....	139	12488	41970 60	3	172	3468 68	6	264	2242 00	12924	67862 18	6020 68	\$	cts.
Northumberland.....	121	11059	46726 91	2	231	3747 73	12	378	31040 00	135	81713 14	1958 26	\$	cts.
Durham.....	103	10094	40459 15	3	219	4782 92	8	205	925 00	108	8194	32120 12	\$	cts.
Peterborough.....	101	7923	27928 54	2	171	3775 58	5	100	288 00	108	8194	32120 12	\$	cts.
Victoria.....	108	7654	30580 74	3	158	2366 77	2	40	120 00	133	7852	33163 51	\$	cts.
Ontario.....	117	13981	54417 39	5	312	6588 91	11	236	551 50	163	13829	61616 90	\$	cts.
York.....	149	16437	74116 36	4	166	4025 24	13	207	791 00	163	16810	79130 00	\$	cts.
Peel.....	79	7061	30517 51	2	125	1483 22	3	41	310 00	84	7827	32460 23	\$	cts.
Simcoe.....	166	16190	55884 06	3	118	2842 63	6	96	330 00	175	16404	83358 69	\$	cts.
Halton.....	61	6172	25201 74	2	78	1526 59	6	51	624 00	69	6301	27378 33	\$	cts.
Wentworth.....	78	8273	36463 94	3	183	2361 17	3	40	80 00	63	8496	39213 11	\$	cts.
Brant.....	69	8094	38857 03	4	189	5470 12	9	257	1305 00	84	8540	45833 95	\$	cts.
Lincoln.....	78	7186	29922 34	5	227	4593 71	9	272	1801 00	82	7685	36392 90	\$	cts.
Welland.....	91	6765	27929 70	4	264	3947 65	2	80	100 00	97	7109	32057 85	\$	cts.
Haldimand.....	78	7175	26003 18	2	52	1208 08	5	98	418 00	85	7325	27706 06	\$	cts.

Norfolk.....	105	8890	39058 41	3	155	2782 53	8	201	546 00	90 00	116	9255	42476 94	4038 80	46515 74
Oxford.....	117	13992	52783 49	22	124	2569 72	14	240	9684 00	73 30	133	14365	65140 51	5564 20	70704 71
Waterloo.....	98	12259	53419 70	2	185	5220 32	5	150	276 00	.....	105	12594	58916 02	10131 48	69047 50
Wellington.....	135	17484	59779 88	4	194	3452 62	15	314	1360 00	120 20	174	17992	64712 70	6458 12	71170 82
Grey.....	133	15891	59284 10	1	47	1200 00	4	22	335 50	90 00	198	15960	57929 60	8493 29	69422 89
Perth.....	108	13862	54561 03	2	97	2819 80	8	149	1130 00	44 70	118	14108	58615 53	9839 83	68455 36
Huron.....	160	18284	69831 86	2	115	2335 99	12	206	505 00	200 00	174	18605	79872 85	9090 06	81962 91
Bruce.....	118	11900	36384 78	1	55	694 58	2	38	126 00	130 00	121	11993	37295 36	4844 91	42140 27
Middlesex.....	189	18212	61532 87	1	86	1512 07	9	199	1097 00	75 00	200	18497	64216 94	7734 91	71951 85
Elgin.....	100	9438	37655 24	2	84	1474 00	1	18	150 00	70 00	103	9540	39349 24	3121 25	42470 49
Kent.....	104	9606	40102 75	1	76	1455 58	5	99	220 00	26 50	110	9781	41804 83	5256 51	47061 34
Lambton.....	114	10037	42259 62	1	28	1069 90	9	119	362 50	29 00	124	10184	43721 02	7891 06	51612 08
Essex.....	85	7322	29828 54	1	30	941 00	9	257	4312 00	42 40	95	7609	35123 92	5100 39	40224 31
District of Algoma.....	3	339	1594 81								3	339	1594 84	165 00	1759 84
" Muskoka.....			100 00										100 00		100 00
CITIES.															
Toronto.....	21	8656	36453 80	1	114	3679 45	26	1600	110000 00	.....	48	10370	150133 25	6328 55	156461 80
Hamilton.....	12	4821	26157 94	1	143	3023 23	9	450	18000 00	.....	22	5414	47181 27	273 35	47454 62
Kingston.....	12	5123	12770 18	1	89	2835 83	10	540	28800 00	.....	23	3752	44406 01	1113 25	45519 26
London.....	9	4157	13352 46	1	74	2096 00	2	245	31500 00	.....	12	4476	46948 46	5448 54	52397 00
Ottawa.....	9	3866	22907 25	1	100	3595 84	17	560	19000 00	.....	27	4526	45503 09	14643 88	60146 97
Normal and Model Schools.....															
Normal and Model Schools.....															
Salaries and contingencies of Normal and Model Schools.....															
Normal and Model Schools.....															
Normal and Model Schools.....															

Towns and Villages are included in their respective Counties.

TABLE Q.—A General Statistical Abstract, exhibiting the comparative State and Progress of Education in Ontario, as connected with Universities, Colleges, Academies, Private, Grammar, Common, Normal and Model Schools, from the year 1842 to 1868, inclusive, compiled from Returns in the Educational Department.

No.	SUBJECTS COMPARED.	1842	1843	1844	1845	1846	1847	1848
1.	Population of Ontario.....	486055			622570			725879
2.	Population between the ages of five and sixteen years.....	141143			202913		230375	241102
3.	Colleges in operation.....	5		5	5		6	6
4.	County Grammar Schools.....	25		25	31	32	33	33
5.	Academies and Private Schools reported.....	44		60	65	80	96	117
6.	Normal and Model Schools for Ontario.....						2	2
7.	Total Common Schools in operation as reported.....	1721		2610	2736	2589	2727	2890
8.	Total Roman Catholic Separate Schools.....							
9.	Free Schools reported in operation (included in No. 7, above).....	No Reports	No Reports	No Reports	No Reports	No Reports	No Reports	No Reports
10.	Grand Total Educational establishments in operation in Ontario.....	1735		2700	2837	2706	2863	2958
11.	Total Students attending Colleges and Universities.....	No Reports	No Reports	No Reports	No Reports	No Reports	700	740
12.	Total Pupils attending County Grammar Schools.....	"	"	"	"	"	1000	1115
13.	Total Pupils attending Academies and Private Schools.....	"	"	"	"	"	1831	2345
14.	Total Students and Pupils attending Normal and Model Schools for Ontario.....	"	"	"	"	"		255
15.	Total Pupils attending the Common Schools of Ontario.....	65078		96756	110002	101912	124829	130739
16.	Total Pupils attending the Roman Catholic Separate Schools.....							
17.	Grand Total, Students and Pupils attending Universities, Colleges, Academies, Grammar, Private, Normal, Model and Common Schools.....							
18.	Total amount paid for the Salaries of Common and Separate School Teachers in Ontario*.....	65078		96756	110002	101912	128360	135195
19.	Total amount paid for the erection or repairs of Common and Separate School Houses, and for Libraries and Apparatus, Books, Fuel, Stationery, &c*.....	\$166000		\$206856	\$286056	\$271624	\$310396	\$344276
20.	Grand Total paid for Common and Separate School Teachers' Salaries, the erection and repairs of School Houses, and for Libraries and Apparatus*.....	No Reports	No Reports	No Reports	No Reports	No Reports	No Reports	No Reports
21.	Total amount paid for Grammar School Masters' Salaries*.....	"	"	"	"	"	"	"
22.	Total amount paid for the erection or repairs of Grammar School Houses*.....	"	"	"	"	"	"	"
23.	Amount received by other Educational Institutions, &c.....	"	"	"	"	"	"	"
24.	Grand Total paid for Educational purposes in Ontario*.....	"	"	"	"	"	"	"
25.	Total Common School Teachers in Ontario.....				2860	2925	3028	3177
26.	Total Male do do.....						2365	2507
27.	Total Female do do.....						663	670
28.	Average number of months each Common School has been kept open by a qualified Teacher, including legal holidays.....		No Reports for this year were received in consequence of a change in the School Law.	7 $\frac{3}{4}$	8	8 $\frac{1}{2}$	8 $\frac{1}{2}$	9

TABLE Q.—Continued.

No.	1849	1850	1851	1852	1853	1854	1855	1856	1857	1858
1		803493	950451	963239	268957	277912	297623	311316	324888	360578
2	253364	259258	258607	262755	268957	277912	297623	311316	324888	360578
3	7	7	7	8	8	9	10	12	12	12
4	39	37	54	60	64	64	65	61	72	75
5	157	224	175	181	186	206	307	267	276	301
6	2	2	2	3	3	3	3	3	3	4
7	2871	3059	2985	2992	3093	3200	3284	3391	3631	3772
8			16	18	32	44	41	81	100	94
9	No Reports	252	855	901	1052	1117	1211	1263	1707	1936
10		3349	3239	3202	3386	3526	3710	3815	4094	4258
11		773	632	751	756	806	1100	1335	1335	1335
12		1120	2191	2643	3221	4287	3726	3386	4073	4459
13		4663	4557	5684	5473	5473	7584	6523	6372	777
14		370	356	645	735	692	643	772	746	777
15	139465	151891	168159	179587	194736	204168	222979	243935	262673	283692
16							4885	7210	9964	9991
17	144406	159678	175895	189310	203888	215356	240917	262858	285314	306626
18	\$353912	\$391308	\$428948	\$428948	\$480764	\$578968	\$680108	\$779680	\$860232	\$777616
19	No Reports	\$59756	\$77336	\$100366	\$128072	\$175472	\$219164	\$298428	\$351926	\$265319
20	"	\$410472	\$468644	\$529314	\$617836	\$754340	\$899272	\$1078108	\$1212158	\$1043135
21	"	No Reports	}	Included in other Educational Institutions.	}	}	\$46255	\$47659	\$57552	\$52940
22	"	"					\$8311	\$8311	\$82868	\$810708	$214849	$219579
23	"	"	\$131336	\$147956	\$150104	\$174016	\$204754	\$214849	\$1495267	\$1318922
24	"	"	\$599980	\$677270	\$767940	\$928356	\$1155992	\$1326092	\$1495267	\$1318922
25	3209	3476	3277	3388	3539	3539	3565	3689	4083	4202
26	2505	2697	2551	2541	2601	2508	2568	2622	2787	2965
27	704	779	726	847	938	1031	997	1067	1237	1237
28	9 $\frac{1}{2}$	9 $\frac{1}{2}$	9 $\frac{1}{2}$	9 $\frac{1}{2}$	9 $\frac{1}{2}$	9 $\frac{1}{2}$	9 $\frac{1}{2}$	10	10	10 $\frac{1}{2}$

* Balances due, but not collected, were included until 1858, but from that date Nos. 18, 19, 20, 21, 22 and 24 represent actual payments only. If we add to the Grand Total [24] the unexpended balances, we should have an available sum of \$2,299,639 for Educational purposes during 1858; and for 1867, \$2,127,569, the increase in 1868 being \$112,070.

TABLE Q.—*Concluded.*

	1859	1860	1861	1862	1863	1864	1865	1866	1867	1868
1.	362085	373589	1390991	403302	412397	424565	426757	431812	447726	464315
2.	13	13	13	13	16	16	16	16	16	16
3.	3.	13	86	91	95	95	104	104	102	101
4.	81	88	337	342	340	257	260	298	312	282
5.	321	305	337	342	340	257	260	298	312	282
6.	4	4	4	4	3	3	3	3	3	3
7.	3848	3854	3910	3995	4013	4077	4151	4222	4261	4318
8.	105	115	109	109	120	147	152	157	161	162
9.	2315	2602	2903	3111	3228	3459	3595	3741	3838	3986
10.	4372	4379	4459	4554	4587	4595	4686	4800	4855	4882
11.	1373	1373	1373	1373	1820	1820	1820	1930	1930	1930
12.	4381	4546	4765	4982	5352	5589	5754	5179	5696	5649
13.	6182	6408	7361	6784	6653	5718	5365	6462	6743	6655
14.	718	700	700	700	700	700	800	800	800	800
15.	288598	301104	316287	329033	344949	354330	365552	372220	382719	399305
16.	12994	14708	13631	14700	15859	17365	18101	18575	18924	20594
17.	314246	228839	344117	357572	375333	385322	397992	405267	416812	434933
18.	8830325	8895591	8918113	8959776	8987555	8996592	\$1041052	\$1066880	\$1093516	\$1146543
19.	\$250721	\$264183	\$273305	\$272217	\$266892	\$288392	\$314827	\$320353	\$373672	\$441891
20.	\$110046	\$1159774	\$1191418	\$1231993	\$1254447	\$1283318	\$1355879	\$1387233	\$1473188	\$1588434
21.	\$61564	\$64005	\$71034	\$7321	\$76121	\$73854	\$81562	\$87035	\$94820	\$95848
22.	\$7930	\$8037	\$8231	\$7592	\$8470	\$6139	\$8251	\$17653	\$19190	\$10267
23.	\$210042	\$218632	\$207421	\$222534	\$287768	\$264668	\$274514	\$328065	\$332825	\$32650
24.	\$1389582	\$148448	\$1476107	\$1555240	\$1621806	\$1639979	\$1717206	\$1820066	\$1920023	\$2027199
25.	4235	4281	4336	4406	4504	4625	4721	4789	4890	4996
26.	3115	3100	3094	3115	3094	3011	2930	2925	2849	2777
27.	1120	1181	1305	1291	1410	1614	1791	1864	2041	2219
28.	10 ¹ / ₂	10 ¹ / ₂	10 ¹ / ₂	10 ¹ / ₂	10 ¹ / ₂	11 ¹ / ₂	11 ¹ / ₂	11 ¹ / ₂	11 ¹ / ₂	11 ¹ / ₂

NOTE.—The Returns in the foregoing Table, up to the year 1847, are not very complete, but since that period they have been sufficiently so to establish data by which to compare our yearly progress in Educational matters. The Returns are now pretty extensive, and embrace all Institutions of Learning from the Common School up to the University; but hitherto the sources of information regarding this latter class of Institutions have been rather private than official, which should not be the case. The Annual Report of a Department of Public Instruction should present, in one comprehensive tabular view, the actual state and progress of all our Educational Institutions — Primary, Intermediate and Superior.

TABLE R.—THE ACCOUNTS OF THE EDUCATION DEPARTMENT 1868.

STATEMENT No. 1.—The Legislative Grant to Common Schools.

(U. C. Consolidated Statutes, 22 Victoria, Chapter 64, Section 106.)

RECEIPTS.	AMOUNT.		EXPENDITURE.	AMOUNT.	
	\$ cts.	\$ cts.		\$ cts.	\$ cts.
To Balance, 1st January, 1868, as per account of 1867		632 00	By sundry payments from 1st January to 31st December, 1868.		
To Proportion of Warrants for this service		160000 00	Cities	7892 00	
Amount of Cheque 555, March, 1865, outstanding and drawn from Bank of Montreal, 30th March, 1868, to close old ac- count		16 92	Towns	10428 80	
			Villages	7333 00	
			Counties	135698 00	161351 80
Balance 31st December		160648 92	Receipts remitted to Hon. Pro- vincial Treasurer		16 92
		719 80			
		161368 72			161368 72

STATEMENT No. 2.—The Roman Catholic Separate School Apportionment.

(U. C. Consolidated Statutes, 22 Victoria, Chapter 65, Sections 33 and 34.)

RECEIPTS.	AMOUNT.		EXPENDITURE.	AMOUNT.	
	\$ cts.	\$ cts.		\$ cts.	\$ cts.
To Balance 1st January, 1868		4004 30	By sundry payments from 1st January to 31st December, 1868, on account of 1867 and 1868, as detailed in Table F.		
Proportion of Warrant for this service		10000 00	Cities	3273 00	
			Towns	2471 66	
			Villages	516 00	
			School Sections	2883 34	9141 00
			Payments in 1869 on account of 1868:		
			Cities	1489 00	
			Towns	1026 00	
			Villages	278 00	
			School Sections	1347 50	4140 50
			Balance 31st December, 1869		719 80
		14004 30			14004 30

TABLE R.—THE ACCOUNTS OF THE EDUCATION DEPARTMENT, 1868.—*Continued.*

STATEMENT No. 3.—The Poor School Fund.

(U. C. Consolidated Statutes, 22 Victoria, Chapter 64, Section 120.)

RECEIPTS.	AMOUNT.		EXPENDITURE.	AMOUNT.	
	\$ cts.	\$ cts.		\$ cts.	\$ cts.
To balance 1st January, 1868, as per account of 1867.....	14 00	239 00	By payments to various Counties, in aid of the following Schools, from 1st January to 31st December, 1868.		
Cash returned from Co. Peterboro'.....	20 00		<i>Lanark:</i>		
“ “ “ Victoria.....		34 00	5, Dalhousie, \$20.....	20 00	
Proportion of Warrant for this service.....		2000 00	<i>Renfrew:</i>		
			5, Alice, \$25; 3, Griffith, \$15; Petewawa, \$30; 8, Ross, \$15; 4, Sebastopol, \$20; 4, Westmeath, \$15; 11, Westmeath, \$10	130 00	
			<i>Frontenac:</i>		
			Barrie, 4 schools, each \$12.50; 4, Bedford, \$20; 1, 3, 4, Oso, \$11 each; 2, Oso, \$12; 6, 7, Oso, each \$15.....	145 00	
			<i>Addington:</i>		
			1, Anglesea, \$20; 3, 5, 8, Anglesea and Kaladar, \$20 each; 1, 2, 5, Denbigh and Abinger, \$30; 4, Kaladar, \$35.....	145 00	
			<i>Hastings:</i>		
			Bangor, \$15; 1, Dungannon, \$15; Faraday, \$20; 4, 20, 21, Hungerford, \$15 each; 1, McClure and Herschel, \$20; 3, Tudor, Wollaston and Lake, \$25; 5, Tudor and Lake, \$15.....	155 00	
			<i>Peterborough:</i>		
			10, Belmont and Methuen, \$20; 2, Burleigh, \$27; 1, Galway, \$5; 4, Galway, \$5; 4, Lutterworth, \$14; 1, 2, 9, Minden, each \$14; 1, Snowdon, \$20.....	133 00	
			<i>Victoria:</i>		
			4, Bexley and Laxton, \$25; 7, Carden, \$15; 7, Anson, \$20; 2, Digby, \$15; 1, Draper, \$20; 3, Draper, \$15; 9, Fenelon, \$10; 5, Laxton, \$10; 5 schools, Laxton, \$50; 4, Lutterworth, \$14; 1, Macaulay, \$20; 3, Macaulay, \$15; 5, Somerville, \$15; 1, Stephenson, \$15; Watt, \$20.....	279 00	
			<i>Simcoe:</i>		
			Macaulay, Mr. Lambert's school, \$15; 1 and 2, Morrison, each \$15; 1, Muskoka, \$15; 2, Muskoka, \$15; Watt, \$20; 13, Oro, \$20.....	115 00	
			<i>Norfolk:</i>		
			2, Charlotteville, \$30.....	30 00	
			<i>Grey:</i>		
			6, Artemesia, \$15; 10, Proton, \$25; 8, 11, 13, Keppel, \$50.....	90 00	
			<i>Huron:</i>		
			8, Huron, \$15.....	15 00	
			<i>Bruce:</i>		
			1 and 5, Amabel, 10 each, \$20; 10, Bruce, \$15; 5 and 6 Elderslie, \$20 each; 4, Kincardine and Bruce, \$15; 14, Kincardine, \$20.	110 00	
			<i>Algoma District:</i>		
			Sault S. Marie, \$50; Korah, \$25.	75 00	
			<i>Parry Sound,</i> \$50.....	50 00	
			Receipts remitted Hon. Provincial Treasurer.....		1492 00
					34 00
					1526 00
			Balance, 31st December, 1868.....		747 00
					2273 00
		2273 00			2273 00

TABLE R.—THE ACCOUNTS OF THE EDUCATION DEPARTMENT, 1868.—*Continued.*

STATEMENT No. 4.—The Normal and Model Schools.

(U. C. Consolidated Statutes, 22 Victoria, Chapter 64, Sections 119 and 120.)

RECEIPTS.	AMOUNT.		EXPENDITURE.	AMOUNT.	
	\$	cts.		\$	cts.
To balance 1st January, 1868, as per account of 1867		1328 57	By salaries and wages, including Rev. Dr. Ormiston's travelling expenses	10580 11	
“ proportion of warrants for this service		17000 00	“ Books, apparatus and requisites.	1952 92	
“ Model School Fees and other receipts		4127 52	“ Printing and advertising	209 67	
			“ Light, water and fuel	1260 91	
			“ Insurance	512 20	
			“ Furniture, repairs to roof and yards, and contingencies.....	2556 78	
					17072 59
			Expenses of grounds, and gardener's wages		404 32
			Expended on fittings, &c., of heating apparatus.....		851 66
					18328 57
			Amount of cash receipts remitted Hon. Provincial Treasurer.....		4127 52
		22456 09			22456 09

STATEMENT No. 5.—Public School Libraries, Maps and Apparatus, and Prize Books

(U. C. Consolidated Statutes, 22 Victoria, Chapter 64, Section 20.)

RECEIPTS.	AMOUNT.		EXPENDITURE.	AMOUNT.	
	\$ cts.	\$ cts.		\$ cts.	\$ cts.
Balance 1st January, 1868, as per account of 1867.....		186 25	Purchases and expenses	30079 92	
Net amount received from Municipalities, School Sections, &c., for libraries, as per Table M, being half price of books supplied	2210 04		Museum acct. for proportion of purchases charged that acct. in 1867, but now transferred to Depository	2106 33	32186 25
Net amount received from Municipalities, School Sections, &c., for maps, apparatus and prizes, as per Table N, being half price of articles supplied	12961 90		Receipts remitted Hon. Provincial Treasurer		19705 26
Sales in Depository of Books for Sunday Schools and Mechanics' Institutes, and of text books and other School requisites, at catalogue prices and for school purposes only, during the year	\$4826 80				
Less expenses covered by Warrant received in 1869	293 48	4533 32			
		19705 26			
Proportion of warrants for this service	30800 00				
Proportion of warrants transferred from Museum acct.	1200 00	32000 00			
		51891 51			51891 51

TABLE R.—THE ACCOUNTS OF THE EDUCATION DEPARTMENT, 1868.—*Continued.*

STATEMENT No. 6.—The Superannuated Teachers.

(U. C. Consolidated Statutes, 22 Victoria, Chapter 64, Section 120.)

RECEIPTS.	AMOUNT.		EXPENDITURE.	AMOUNT.	
	\$ cts.	\$ cts.		\$ cts.	\$ cts.
To balance 1st January, 1868, as per account of 1867.....		1953 87	By payment of pensions on account of 1867 and 1868, as per Table O..	5957 31	
To proportion of warrants for this service		4200 00	Amount of subscriptions repaid teachers withdrawing from the fund	177 00	6134 31
To subscriptions from teachers during the year	408 00		Amount of cash receipts remitted to Hon. Provincial Treasurer		598 00
To interest on investment.....	190 00	598 00	Balance returned Hon. Provincial Treasurer		6732 31
					19 56
		6751 87			6751 87

STATEMENT No. 7.—The Departmental Library and Museum.

(U. C. Consolidated Statutes, 22 Victoria, Chapter 64, Section 120.)

RECEIPTS.	AMOUNT.		EXPENDITURE.	AMOUNT.	
	\$ cts.	\$ cts.		\$ cts.	\$ cts.
To proportion of warrants for this service	4000 00		By Balance 1st January, 1868, as per account of 1867		184 39
Less transferred to Libraries, Maps, and Apparatus account.....	1200 00	2800 00	Books, Periodicals, Documents, Binding, &c., in Toronto	352 44	
Transfer from Libraries, Maps, and Apparatus account, being amount charged Museum account, 30th June, 1867, part of \$6285.91, for expenditure in England, of which \$2106.33 was incurred for articles for Depository.....		2106 33	Books in Montreal.....	33 07	
Balance of credit on England unexpended and refunded.....	138 35		do New York	97 79	
Cash received for broken stationery.	5 00		Articles for Museum in London, including \$515 59 glass for show cases	647 25	
		143 35	Customs' duty on importations	362 58	
		5049 68	Insurance	247 33	
			Freight, Metal Show Cases, Fresco, Painting, Carpentering, Plastering, Fittings, and Repairs	2981 48	4721 94
			Receipts remitted Hon. Provincial Treasurer		143 35
					5049 68

TABLE R.—THE ACCOUNTS OF THE EDUCATION DEPARTMENT, 1868.—*Continued.*

STATEMENT No. 8.—The Journal of Education for Ontario.

(U. C. Consolidated Statutes, 22 Victoria, Chapter 64, Section 120.)

RECEIPTS.	AMOUNT.		EXPENDITURE.	AMOUNT.	
	\$ cts.	\$ cts.		\$ cts.	\$ cts.
To balance 1st January, 1868, as per account of 1867		116 00	On account of printing and mailing the <i>Journal of Education</i> for 1868, and expenses of the publication		1608 56
Proportion of warrants for this service	1800 00		Amount of cash receipts remitted Hon. Provincial Treasurer		54 90
Sales, subscriptions and advertisements during the year	54 90	1854 90	Balance, 31st December, transferred to Hon. Provincial Treasurer		307 44
		1970 90			1970 90

STATEMENT No. 9.—The Inspection of Grammar Schools.

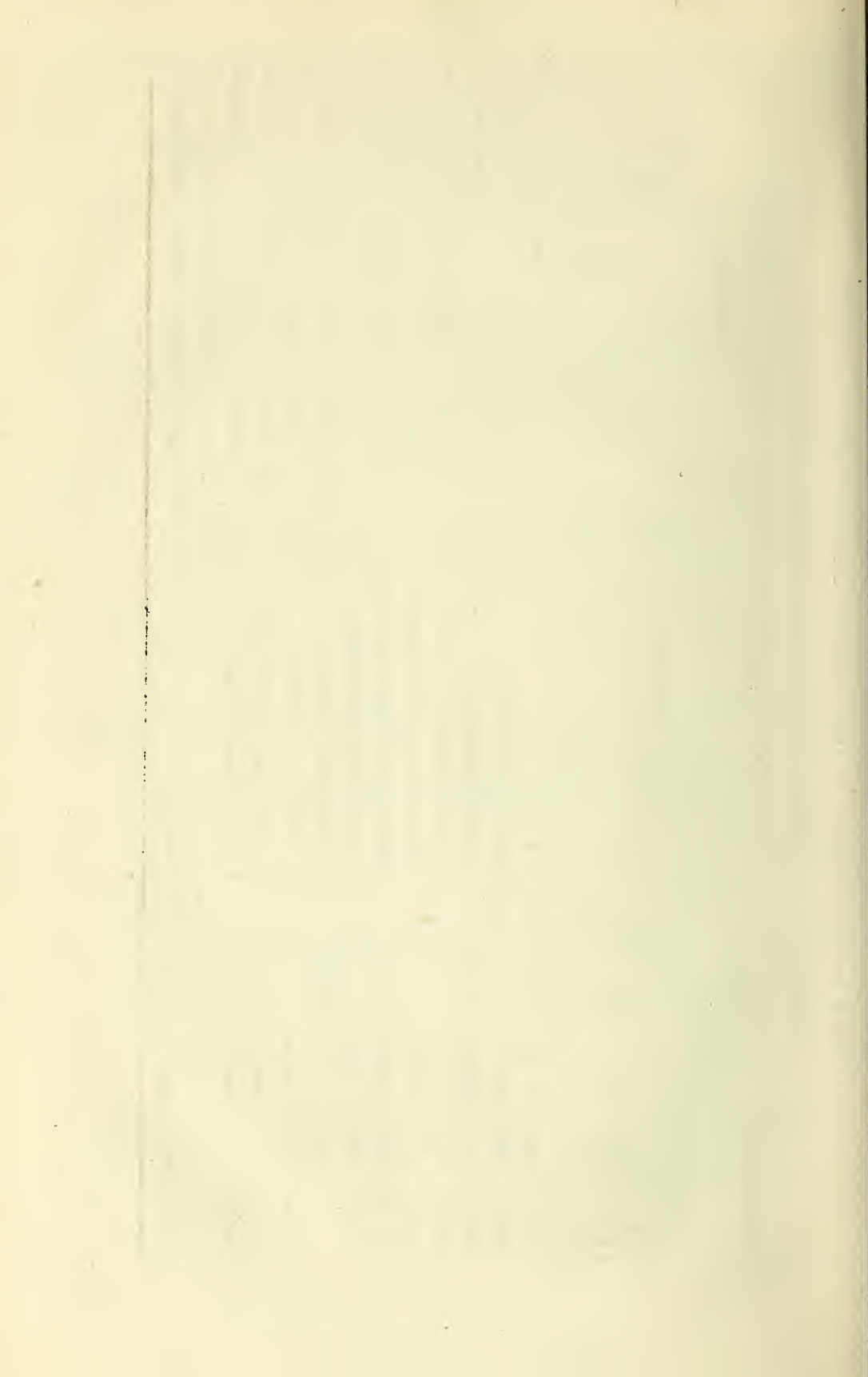
(U. C. Consolidated Statutes, 22 Victoria, Chapter 64, Section 120.)

RECEIPTS.	AMOUNT.		EXPENDITURE.	AMOUNT.	
	\$ cts.	\$ cts.		\$ cts.	\$ cts.
To proportion of warrants for this service		2000 00	By balance 1st January, 1868, as per account of 1867		0 02
			Rev. G. P. Young, M.A., Inspector, 1st Jan. to 30th June, 1868	1000 01	
			Rev. J. G. D. Mackenzie, M.A., Inspector, 1st July to 31st December, 1868	999 97	1999 98
		2000 00			2000 00

STATEMENT No. 10.—The Grammar School Fund.

(U. C. Consolidated Statutes, 22 Victoria, Chapter 63, Sections 3 and 9. Act 29 Victoria, Chapter 23.)

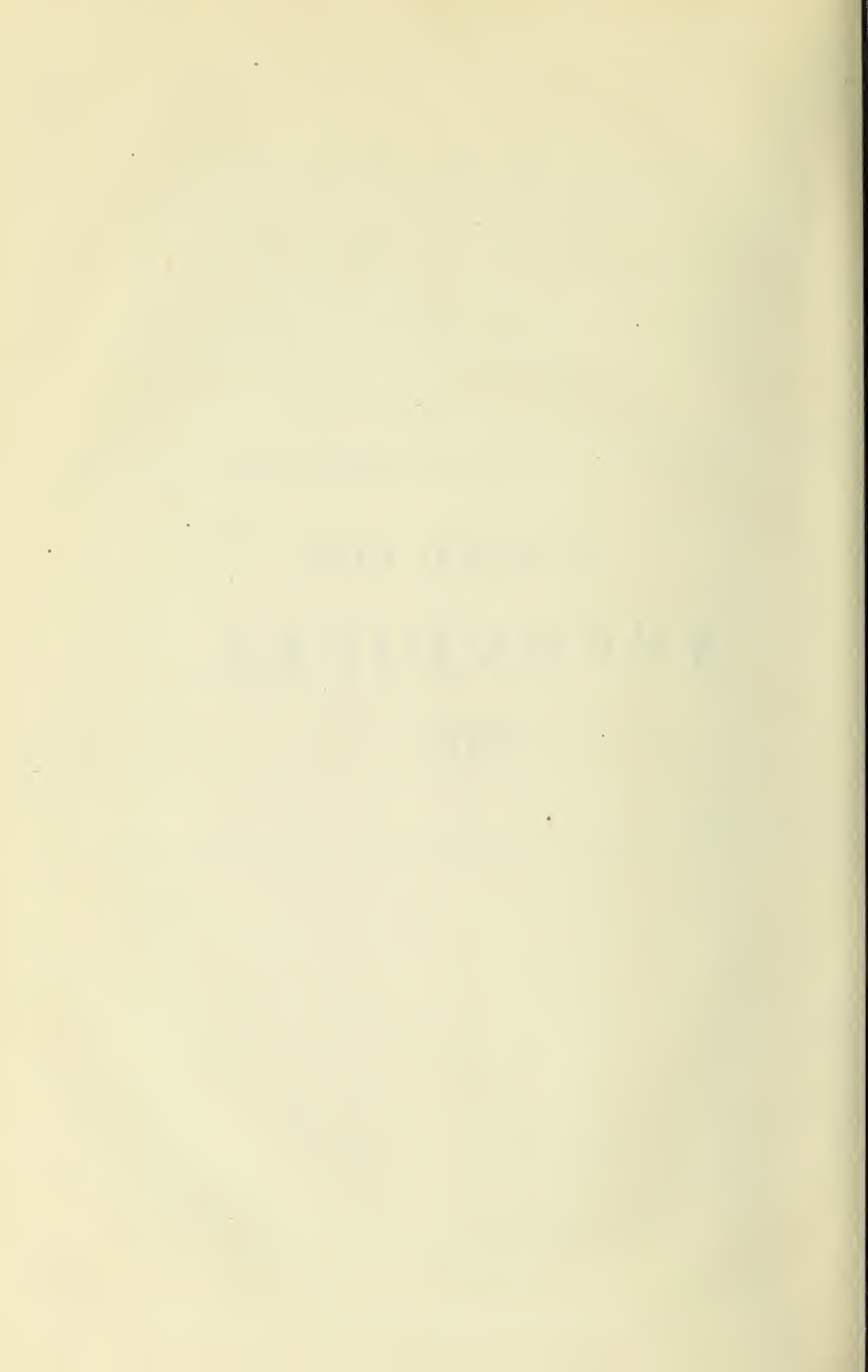
RECEIPTS.	AMOUNT.		EXPENDITURE.	AMOUNT.	
	\$ cts.	\$ cts.		\$ cts.	\$ cts.
To Balance, 1st January, 1868, as per account of 1867		26940 00	By payments on account of 1866 and 1867, as per Table G	53190 00	
Proportion of warrants for this service, on account of 1867		55000 00	Payments for last half 1868, in Table of 1869	26523 00	
		81940 00	Payments to Observers at Meteorological Stations, County Grammar Schools, on account of observations in 1866, 1867 and 1868	2227 00	81940 00



PART III.

APPENDICES.

1868.



APPENDICES TO THE ANNUAL REPORT

OF THE

Normal, Model, Grammar and Common Schools IN ONTARIO, FOR THE YEAR 1868.

APPENDIX A.

EXTRACTS FROM THE REPORTS OF THE LOCAL SUPERINTENDENTS OF COMMON SCHOOLS AND BOARDS OF SCHOOL TRUSTEES IN ONTARIO, RELATIVE TO THE STATE AND PROGRESS OF EDUCATION IN THEIR RESPECTIVE TOWNSHIPS, CITIES, TOWNS, AND VILLAGES, FOR THE YEAR 1868, WITH NOTES BY THE CHIEF SUPERINTENDENT.

I. COUNTY OF GLENGARRY.

1. *The Reverend W. K. Anderson, Lochiel.*—I beg leave to report that the state of education in this township is far below the standard that ought to mark it. With a fertile soil and a large population, Lochiel should have progressed more rapidly in educational matters. The present state of things may be accounted for in part by the following facts :—First, the salaries given to teachers are so low that the services of experienced and thorough teachers cannot be secured. Secondly, most of the school-houses are too small, ill furnished, and every way very uncomfortable. During the last half-year, there was not a male teacher in a Common School in the township. The present year begins with three. All the schools of the township have been in operation during the year. Prizes have only been given in the Common and Separate Schools in Alexandria. I think they had a good effect. Both the above-named schools are doing well—the former under the management of Miss Simpson, and the latter under that of Mr. A. Campbell. The revised programme for County Board Examinations is observed. The questions, however, are not printed, but written.

II. COUNTY OF STORMONT.

2. *William Millar, Esquire, Osnabruck.*—In this township, the schools are all on the free system for the present year, which is an improvement. In my remarks of last year, I had hopes of having to report at least two new school-houses, but from causes which it would be unnecessary to mention, the trustees have failed to erect them. I noticed, during my visits in 1868, some improvement in the trustees being more anxious about

supplying maps for the use of their schools, and the trustees of one section set the example, which I hope will be followed by some of the others during the present year. There has been very little inclination among the trustees in general in regard to libraries, although I have endeavoured to impress upon their minds the advantages that their children would derive from such a source, and also the amount of knowledge which the parents and guardians of the youth of the section would participate in. In the sections where the teachers have been engaged for the year and continued, there has been a decided improvement in those schools, but where teachers have been engaged for a few months, there has been very little improvement, if any, and some of the last mentioned not any. The Board of Education has the questions printed for the examination of teachers.

III. COUNTY OF DUNDAS.

3. *The Reverend William Ferguson, A.M., Winchester.*—I am happy to say that there is now a desire, in the erection of new school-houses, to make them more like what they ought to be. Stone and brick fabrics are taking the place of log and frame erections. The size is enlarged, and the internal arrangements and ventilation better adapted to secure the convenience and comfort of the pupils. The substitution of the new for the old books will be fully accomplished this year. Our teachers are convinced that our excellent text books are valuable, not only for what they contain, but what they suggest. Approved and appointed text books are essential, not merely to correct the erratic likings of some teachers—the lazy approval of those who are accustomed to stumble on in their beaten round, and to arrest the blind desire after something new, manifested by those who imagine that *good* and *new* are synonymous terms—but as standards by which the educational progress of our country may be truly gauged. I rejoice, that in the examination of candidates for the office of teacher, every succeeding year marks increased knowledge on the part of those who have been engaged in that honourable profession, and larger acquirements and maturity for higher grades, on the part of those who submit themselves, the first time, for examinations. If we have had to bear the imputation of severity from a stern adherence to the requirements of our law, yet the fruit of this wise adherence to our excellent rules is to be seen every day in the steady devotion of the teachers to their duty, and the manifested improvement of the scholars on the unannounced visitations of the Local Superintendent. I have no doubt the Common Schools of the country, guided by the same sound judgment, and managed by the same prudent hands, will more fully accomplish their ever-enlarging task than they have ever yet done.

4. *Andrew Broder, Esquire, Mountain.*—I cannot say that our schools have reached that high standard that our School System designs, yet there is advancement, and a growing interest manifested on the part of the people generally. They are seeing more clearly the importance of education and its results; without this, there can be but little hope of having educated communities. The schools have all been quite active during the year, having in most of them a good attendance and improvement. Some of the houses are not what they should be, but every allowance should be made. The people feel the need of better ones, and are putting forth efforts to improve the present state of things, and already we find new houses, well adapted for school use, taking the place of those older ones, now unfitted for school purposes. Our teachers are generally ladies, there being only three gentlemen teachers in the township—however, many of them are well fitted for their important work. Contrasting the department of the schools under their tuition with those under inferior tuition, shows clearly that to raise the standard of our schools to thoroughness, we must raise the standard of our teachers. This is gradually being done. There are quite a number of children not attending school—the principal cause is the neglect of parents, together with neglect of duty on the part of the trustees and superintendent. I have held lectures in the several sections, showing the importance of education, and the necessity of improving every opportunity that presents itself. The lectures have been well attended, and I have thus got an expression of the township on educational matters that conclusively proves that, when the superintendent shows a willingness to do his duty, he has the co-operation of the trustees, teacher, and people concerned, and I entertain the hope that the schools of this township will yet attain that standing that will do honour to those who are engaged in the important work.

IV. COUNTY OF PRESCOTT.

5. *Colin Dewar, Esquire, Hawkesbury, East.*—The aggregate attendance is considerably greater than last year, but I regret to say that the number of children not attending any school is also greater. The cause for the most part, is poverty and indifference of parents. There is very little religious instruction given in any of the schools—several of the teachers do not use the Bible at all. I attended the meeting of the County Board in May last; the examination questions were not printed. There are no Common School Libraries, and only one Sunday School with two libraries. I regret that prizes are not more generally provided by the Trustees, as I find a good effect produced by them. I think on the whole that education has made some progress in this township the past year, which perhaps is owing to the fact that two or three very indifferent teachers have been discharged.

5b. *The Reverend William Lumsden. M. A., Caledonia, Hawkesbury West, and Hawkesbury Village.*—Nearly all the absentee children in these townships from the Public Schools are French. Great numbers of French attend, and there are, perhaps, a few of other origins, but the cause of their non-attendance is indifference. A wise, thoughtful compulsory law, would be a blessing to the French and to the other inhabitants, who could then legally interfere with the half-vagrant life of many of these children. I am sorry to have to report to you that the County Board examinations have not been conducted, in any case that has come to my knowledge in this County, by printed examinations. I fear, indeed, that they will not be, unless you consent, at least for awhile, not to press the "*Spirit of the Law*," in discouraging some Grammar School Master to imitate the printed method here, which no doubt afterward would be necessarily continued. Toronto is not looked to here as Montreal is, partly on account of its distance. There is need for improvement in the general state of the schools in this part of the Province, and a good time to attempt it is now. The people are in just that stage of improvement that the log shanties are giving way here and there on all sides to substantial homesteads of brick and stone. Improvement is daily becoming more visible. The school houses will follow this—indeed they are doing so. The want of maps, libraries, &c., will be supplied, and there is no place but Toronto to be the future source of these supplies. An Inter-Provincial railway, improved pecuniary circumstances, and a little knowledge and example of what should be done, will change everything in the school line, when it improves at all. Lastly the use of English in the schools is the hope of one who hears Gaelic and French as frequently as English, as the common vernacular of the population.

V. COUNTY OF CARLETON.

6. *The Reverend C. P. Emery, Fitzroy.*—The accompanying report will show considerable progress in matters pertaining to Common Schools in the township of Fitzroy. Our teachers have improved in the art of educating, as distinguished from cramming. The good results are apparent in those that are educated by them. The schools, as a whole, have been well attended during the current year.

7. *The Reverend Richard Gavin, A.M., Gloucester.*—The causes of non-attendance, on the part of the 205 reported, were, I believe, the indifference of parents, and the distance of the children's homes from their several schools. In a few cases, the want of clothing was pleaded as an excuse. Religious instruction is not, so far as I am aware, closely attended to, in one of our schools in the manner prescribed. The two instances, in which there are libraries in schools in this township, are not such as to afford an opportunity of testing their usefulness. The great difficulty in their way in rural districts is in getting readers to be punctual in returning volumes, particularly in summer, when the labours of the field are engrossing. The distribution of prizes, where practised, has no doubt been an incentive to study, but an incentive, I am afraid, it has also been to jealousies, heart-burnings, and discontent. I venture to add that, in my humble opinion, if rewards, certificates of honour, or the like, were given to all the painstaking and faithful scholars, the effect on our schools would be more beneficial.* What I complain of chiefly

* This is also provided for in the system of *merit cards and certificates of honour* which have been prepared, and which are furnished to trustees and teachers applying for them, by the Department of Public Instruction.—*Chief Superintendent.*

is, that means are not adopted to awaken the dormant intellects of the pupils. In this respect, the majority of our teachers are greatly at fault, and when their defect is pointed out, they do not aim at correcting it. Great allowance should be made for their circumstances. Indeed, considering their qualifications and their discouragements, most of them do better than might have been expected. Some of our teachers have been induced to eke out their livelihood by engaging in additional pursuits. Three have stores, which they attend to after school hours, and two have farms. I mention this in the hope that it may evoke from you your opinion of a practice which is, I think, fitted to interfere very seriously with the prosperity of schools. I am not aware of any provision in the statute which makes it illegal. Until the teachers are better provided for, they can scarcely be blamed. To give, in a few words, an idea of our schools, I take leave to classify them thus :—(1) Four are comparatively well conducted ; (2) Six are taught with some care, but not with spirit, nor successfully ; (3) Ten are intellectually low, and altogether in a sad condition. I have addressed the pupils, at the close of my visits, on topics suggested by the condition of each school, and have, in accordance with custom, entered these remarks as lectures in the report. I have also delivered, at six prominent places in our township, more carefully prepared lectures on the true idea of education, and how it may be realized by the working of our Common School Act. The meetings, at which these were given, were held at convenient evening hours. They were previously well announced, and were generally well attended.

8. *The Reverend Charles Taggart, Gower North.*—In order to the greater efficiency of the schools, several things are absolutely necessary—1st. Better qualified trustees ; 2nd. A better class of school-houses, with the necessary furniture ; 3rd. More efficient teachers ; 4th. A remodelling of sections, as many of them are too large. A great waking up of parents to the importance of educating their children, and more enterprise among the people. Distance from school and indifference of parents are the principal causes of irregular and non-attendance. In answering the enquiry in column 112, I beg leave to say that the programme for County Board Examinations is observed in general, and the questions are printed. I take the liberty to mention, what I think would promote greater uniformity in the examinations by the several County Boards. If the Department would furnish the County Boards, as often as necessary, with sheets of printed questions for teachers, would it not secure greater uniformity in the examinations, and lessen the expenses, as each County Board would have the same sheets of questions, and pay its share of the printing expenses ? There are no school museums, magic lanterns, nor any other scientific amusements for the pupils of any school in this township. There is but one school library in the township, and it is small ; notwithstanding, its influence is manifestly good upon those residing in the section. The *Journal of Education* is highly appreciated, and its influence upon the schools is most beneficial.

VI. COUNTY OF GRENVILLE.

9. *Robert E. Brown, Esquire, Augusta.*—I think the changes you propose to introduce in the school law would tend, upon the whole, to improve the state of our schools, although some of the suggestions you submitted to the Committee appointed by the Government would give perhaps considerable dissatisfaction. The distance some children have to go to school would render it very difficult, if not impracticable,* for parents to comply with the law, if compelled to send six instead of four months in the year, and fixing the minimum salaries of teachers would induce trustees to enlarge the boundaries of their sections, which would increase the difficulty above mentioned. But electing Township Trustees, and leaving it optional with parents to send their children to any school they choose, would, I am persuaded, induce those who purpose following teaching for a livelihood to fit themselves for the profession. It is reasonable to suppose that trustees would not a second time employ a teacher who, on account of incompetency or incapacity, suffered the teacher in an adjoining section to *steal* his pupils. The appointment of County, instead of Township Superintendents, would be a change for the better, and meet, I think, with general favour.

* All such contingencies are anticipated and provided for in the Draft School Bill referred to.—*Chief Superintendent.*

10. *The Reverend John Howes, Gower South.*—In four of the schools, the Bible or Testament is read, and school opened and closed with prayer. I regret that there are no libraries in any of the schools. The schools generally have been well conducted, and some of them efficiently taught.

VII. COUNTY OF LEEDS.

11. *Charles N. Hagerman, Esquire, Escott Front.*—The schools in this municipality are annually improving. The number of children not attending any school is less than in former years. The causes assigned by Trustees are various, but I shall give but one, and that not emanating from Trustees, viz.: the direct want of a law compelling their attendance. The revised programme at Circuit Board examinations is observed, and the questions are printed. The schools are all free, and the obnoxious rate bill has become a thing of the past. With regard to school libraries the Township is totally deficient, a compulsory law on that subject, in my opinion, would be timely, and would redound to the lasting credit of the Department, and would be an untold benefit to present, rising, and future generations. None of the schools have commenced Museums of Natural History or Botany; neither have they magic lanterns or any other scientific amusements. The *Journal of Education* is regularly received by the Sections, and read, and not allowed to lie at the Post Office for months as in former years. Each Board of Trustees has a proper corporate seal. The schools are mostly opened and closed with prayer, and the Bible and Testament are used to some extent in all. In the sections in which prizes were distributed there appears a desire on the part of pupils to attend regularly, and no desire to skulk the school-room as manifested in other sections.

12. *The Reverend James Gardiner, Yonge and Escott Rear.*—The books used are all authorized by the Council of Public Instruction. The term of compact with the teacher generally expires about Christmas. There is but one library in a tolerably good condition, not much used. No apparatus or School Museum in this Municipality. The schools are generally very small, except No. 6, in union with the Farmersville Grammar School. The scholars *here*, are generally very young, that remain in the Common School; the teachers are changed frequently, and the attendance very irregular—the Sections being small, some of them are quite inadequate to pay for or sustain a good school. The Separate School is almost a failure, and has nearly ruined Section No. 4, wherein it is located. Many of the Trustees are deficient in those qualifications necessary for success in their work. Superintendence will not be of use unless there is more power given to the office, than is now vested there; an efficient administration is difficult, almost impossible; cheap teachers are the favourites generally. Many persons undertake the work who are not “apt to teach.” I know not where to find a remedy. Superintendents or some other officials should be empowered to secure repairs, maps, furniture, &c.

VIII. COUNTY OF LANARK.

13. *The Reverend J. A. Preston, M. A., Beckwith.*—I find that very few children of school age, do not attend any school whatever. Of those who are in this position, the usual cause assigned is *indifference* of parents, but in some few instances *being kept home at work*, and the *distance from the school house*, are the causes alleged. There is only one school in the Township of Beckwith which has a set of apparatus; none have instituted museums or amusements of a scientific character for the pupils. The revised programme is used in the examination of candidates for teacher's certificates, and the standard has been gradually raised for a few years past, until now it has about reached the maximum allowed by law. In this Township a competitive examination of the different schools was held during the past summer, and it is admitted by all parties concerned, that this examination has been of material benefit to the schools. It has also had the effect of increasing the efficiency of the teachers, by creating a laudable ambition to excel, and to promote the proficiency of their pupils, as compared with the pupils of the other schools in the Township. The influence of the *Journal of Education* on the schools is very slight, for the best of all reasons, it is not read. The books in the different libraries are numbered, but as far as I can ascertain, neither covered nor labelled, although some may be; the library books, however, are not made use of to any great extent. Notwithstanding these drawbacks, I think I can

perceive a marked improvement, both in the order and deportment of the scholars, and in their advancement in useful learning. The regulations with respect to religious instruction are not followed to any appreciable extent, nor if they were, do I think that under the circumstances, would they be of so much value, as if incorporated with the daily routine of secular education.

14. *The Rev. J. A. Preston, M.A., Drummond.*—I have little to add to the remarks which I thought it my duty to make in connection with my Annual Report for 1867. The revised programme for the examination of teachers is the basis of examination for all certificates granted. There are few school libraries, and of those few but slight advantage is taken, as far as I can learn. The *Journal of Education* is rarely read, often being allowed to lie for months in the local post offices. Prizes have been distributed in a few school sections, and with the best possible results. We held our usual township competitive examination in July, and it was a great success. The influence for good which this public competition of the schools has produced is very marked and visible. There are no schools in Drummond which have apparatus or a museum or scientific amusements. The books in the libraries are in some cases numbered and labelled, but in very few cases indeed. There has been but one new school-house erected during the past year, a very respectable one in S. S. No. 15. But I regret to say, that many of the school-houses (old log structures), which have stood for upwards of 30 years, are still a standing disgrace to the township, and form a melancholy contrast to the works of prosperity and advancement all around them. Two of them, one in S. S. No. 13 and the other in S. S. No. 8, are built upon the *public road*. They are very dilapidated and utterly unsuitable for the use to which they are put. In the former section steps have been taken (although somewhat tardily), for the erection of a new school-house, while in the latter, which is within 3 miles of the town of Perth, and in a very flourishing section of country, every influence on the part of a majority of the ratepayers, from some of whom a better state of things might be expected, is brought to bear to defeat a desire on the part of a few to remove the present unsightly and unwholesome tenement which was built, I believe 33 years ago, and which, independently of its rude appearance, is altogether too small for the number of pupils who continue somehow to get into it. I hope, ere long, that there will be some remedy for the evils I speak of, and trust that legislation may render our School System still more efficient.

15. *The Rev. William Miller, North Elmsley.*—I would recommend dictation, use of dictionaries—syllabic spelling by all the junior pupils, and dispense with it only among the more advanced. Teachers ought not to confine themselves to the technicalities of textbooks, but explain and illustrate *the subject matter* of the lesson, which would induce the teachers to read and study before communicating to their pupils. With few exceptions no attention is paid to principles. Want of taste in reading is much to be regretted.

16. *The Rev. Alexander Mann, Puckenhams.*—During the last years, educational affairs in this township were not, in all cases, so satisfactorily conducted as could have been desired. In several schools the duties of the teacher were not so efficiently discharged as to obtain the approval of the inhabitants of the respective sections. The rest, however, were taught with ability and success, and with the approbation of the parties interested. The children of school age, not attending school, were chiefly prevented from doing so by distance from the school-house, or by the necessity of assisting in agricultural labour. In so far as teachers are concerned, the regulations relating to prayer and reading the Scriptures were generally observed. Others, however, did not find it expedient to avail themselves of the provisions of the School Act relative to this matter. It was found more convenient to give religious instruction either in private or in the Sabbath School. The programme for County Board examinations is observed, but the questions are not printed. Some questions are previously prepared and submitted to the candidates in writing, and in addition to this they are tested by *viva voce* questions. None of the schools have commenced a school museum, nor have any of them magic lanterns or other scientific amusements for the pupils. It is evident, from the accompanying report, that libraries have not been answering intended purposes. The case, indeed, could not have been otherwise, seeing that no arrangements were made for supplying those who might be desirous of obtaining books. It does not appear that in any instance a librarian had been appointed. The *Journal of Education*, with the exception of one school section, seems to have been regularly received, and its influence is, doubtless, of a beneficial nature, though I am unable to state anything deserv-

ing of special notice. As regards prizes, few were given. This, I think, is to be regretted, and were they systematically and judiciously given, they could not fail to be productive of good results; were trustees to devote a certain sum annually for this purpose, it would excite an emulation beneficial both to teachers and pupils. But it is vain to expect them to be distributed at regular intervals if the means of procuring them be left to the exertion of the teacher and the voluntary contributions of the public.

17. *The Rev. William McKenzie, Ramsay.*—I have to note in this year's report a larger aggregate attendance on the roll of our Common Schools than ever before, which may be referred to increasing population. But with the larger aggregate the *proportion of actual attendance* remains substantially the same as heretofore, not rising above the low figure of two-fifths—the exact number being 560 out of a roll of 1,441. The causes of this partial attendance, which gives an average of only two days a week for all the scholars on our roll, are various; but the chief of all is the indifference of parents, arising from the very inadequate sense many have of the importance of regular attendance to the proper education of their children. For the slightest reason, many parents sanction the absence of their children from school. There are no special means in use for the religious instruction of our scholars, nor am I aware of any Museum of Botany or Natural History in any of our schools, nor yet of any provision of scientific apparatus. There are libraries in every school section in some instances well kept and well used, but on the whole not exerting that influence which might be expected from the number and quality of the books. The *Journal of Education* comes very irregularly, and I do not know of any special influence it has. In a few of the schools, prizes have been distributed, and seemingly with good effect. They tell favourably both on the attendance and diligence of the scholars. I am so convinced of this that I have used my influence to have the distribution of prizes extended and made an annual matter. Where it is judiciously gone about, and where the work of some two or three months decides who are best to be the prize holders, it seems to work only good. There are, however, encouraging signs of progress, as for example in the desire to improve the school-houses. This is leading to the erection of new and much more sufficient buildings, notably among which is a new and handsome stone building for the Common School in Almonte, forming one of the ornaments of the village, and affording accommodation to four hundred pupils. Wherever these improved school-houses are erected the desire for a more complete apparatus of maps, blackboards, &c., is speedily manifested, and also for teachers of a higher class. And thus the matter grows. In closing, I must not forget to state that the programme for County Board examinations is observed and the questions printed, and it is the desire of the members of the Board to make the examination as thorough as possible, within the limits of the programme.

IX. COUNTY OF RENFREW.

18. *John McGregor, Esquire, Griffith and Matawatchan.*—I am happy to be able to state that our schools are evidently improving and becoming useful to the community. The three schools under my charge are efficiently conducted and have made favourable progress during the past year. The six children in school section No. 1, Township of Matawatchan, not attending any school are over five miles from the school-house of the section, so that accounts for their not attending any school. The eight children in section No. 1, Township of Griffith, are also too far from the school-house. The two in section No. 3, Griffith—indifference of parents. In the three schools the business of the day was opened and closed with prayer. Prizes have been distributed in all the schools during the year 1868, and I can safely say that the system introduced a spirit of emulation among the pupils of the schools, from the lowest class to the more advanced. I would cheerfully commend trustees to give the system a fair trial. I regret to say that our school-houses are in a bad state at present, owing to the want of maps, but I trust before long to see all of them supplied with the necessary apparatus, especially as the parents seem to take great interest in the education of the children. There are no libraries in any of the schools. The revised programme for County Board examinations is duly observed, but the questions are not printed. It appears to me that if the system of appointing Local Superintendents could be so changed that the right man in the right place could always be secured, it would be very desirable. I look upon the present school system of Ontario as being admirably adopted to our wants if only carried out in accordance with the well and under-

stood wishes of the people, and that any great change in the same would not be advisable. The female teachers are giving every satisfaction to the trustees and parents, and the latter hope that there will be no change in the present system, especially as regards third class teachers, as they are unable to pay for higher class teachers. The school rate in these townships being about fourteen cents on the dollar, it must be a long time before we can equal older townships in more favoured parts of the Province, but most parties seem willing to put a shoulder to the wheel, and when such is the case such things generally prosper.

19. *John Lane, Esquire, Rolph, Buchanan, Wylie, &c.*—I am sorry to have again to report but one school under my charge in operation at present in the Township of Rolph, whereas, some four years ago, I had four all in good working order. The diminution is owing principally to the poverty of the inhabitants, the sparsely populated state of the townships, and also in a great measure to the apathy of the parents, who, as the sections are consequently large, will not send their children on account of the greater distance some go than others. But I am in hopes that a reaction will take place and that I shall have the pleasure of reporting two, if not three, more schools in my next year's report. The school in No. 3 section is conducted by a very good teacher, and the children have shown a marked efficiency. A great want of maps is felt, but as the trustees have never applied for them, they only are to blame.

20. *The Reverend H. Cameron, Westmeath.*—The state of education in this, as in most other townships, in this section of country is, I think, improving. During the past year, a new school-house was erected in one section, and four others were either enlarged or improved. Several schools have been furnished with short desks after the model of the patent school desk, and I expect others to adopt the same improvement. I have, however, little hope of any very decided improvement in our schools, until some of the measures proposed in the contemplated amendment of the Common School Act become law. The small salaries of teachers and the uncertain character of their position, are some of the great hindrances to education. Few, if any, engage in teaching as a profession. They either make it the stepping-stone to something more permanent and lucrative, or assume it from convenience or necessity, and the result is that more than one-half of our schools are taught by inefficient teachers. It is true they have certificates of qualification from County or Circuit Boards, and some of these of the first class, but, unhappily, they do not possess the ability to communicate their knowledge to their pupils. Candidates with certificates of moral character present themselves for examination, answer satisfactorily the questions proposed, but their ability to teach is a matter with which Boards can have nothing to do. It is true there is a sense in which it may be said that a teacher is born, not made, and some of these young teachers do admirably; but it is surely not too much to ask of them, who are the educators of the rising generation, that they be properly trained for this work, either in the Normal School or in some other school under the control of the different Boards of Examiners. Not a few enter on teaching who have very erroneous ideas of the work. After a year's engagement they leave their schools worse than they found them, and go from section to section, and from township to township, until they grow old in the work of school destruction. It might be supposed that trustees would not engage such useless persons. Perhaps they would not if they knew them, but trustees often incur great risks by advertising for teachers, and giving the *keeping* of the school to the lowest tender. So long as lowness of salary is the chief qualification in the eyes of trustees, we cannot hope for much talent or great efficiency among teachers. You will see from my report that the attendance has not been regular. The causes assigned by some teachers and trustees are, distance from school and indifference of parents. These, in some cases, I know to be too true, but I am far from thinking that these are the main causes of irregular attendance. Miserable, ill-ventilated school-houses, harsh, careless or uninteresting teachers are often, if the secret were known, the great giants in the way. If children do not feel comfortable at school, no matter what the cause of discomfort is, and however anxious parents may be that their children should be educated, there will be great irregularity in the attendance. But on the other hand, let the school be attractive, and children, in their desire to attend, will sometimes overcome distance, and even the indifference of parents. Our school library is well read in some sections, and with good results, but in other sections the books are seldom called for. There is considerable discontent occa-

sioned, in some sections, by the mode of apportioning the government grant and equivalent. There are eleven schools in the township, and two of them draw more than two-fifths of the whole grant. This is felt to be a grievance by the weak sections, whose percentage for school purposes is often much higher than in larger sections, and after all they are not able to give an adequate salary for a good teacher. It is true they sometimes get ten or fifteen dollars out of the Poor School Fund, but even that does not place them on an equality with larger sections. As the boundaries of sections are purely a matter of circumstance or convenience, I think it would be only fair that every section should have an equal amount of both the government grant and equivalent, especially as the work done in the larger sections is not greater, in proportion to the population, than in the smaller; or, let all sections be made of an equal size, irrespective of any circumstance, and the result would be almost as favourable to the weak sections.

21. *The Reverend C. R. Bell, M.B., Wilberforce.*—I find in this township, as in many others, that the School Act is very little known or understood by the trustees and teachers of the schools, and I always impress upon the minds of the trustees the necessity of obtaining a school manual, by which they will be able to ascertain their duties and those of all connected with the Common Schools. They have frequently been astonished when reminded by me of their duties, and evidently were not aware that they had to perform such. Amongst other irregularities, I have found it a general custom for the trustees to make their children and the teacher clean out the school-house, light the fires, &c.; this I have peremptorily forbidden, at the same time quoting the Act and reading the manual in reference thereto. Again, I find no conveniences built for the children in connection with any of the schools. Only two schools have maps or other apparatus. There is not one township or sectional library. I bring all these subjects before the trustees, and hope that after a little time we shall see a general improvement. We have adopted the printed examination papers at our Board in Pembroke for the northern division of this county and find it works well. I shall be glad to see a change in our School Act, and trust that the propositions which have been placed before Parliament will (after a little modification to adapt it to all parts of the country) soon be adopted.

X. COUNTY OF FRONTENAC.

22. *The Reverend D. A. Brown, Clarendon.*—The township of Clarendon is at present divided into three districts. Nos. 1 and 2 have schools in operation. The people labour under some embarrassment, the settlement being small—consequently but few scholars; yet they are striving to cultivate the minds of their youth. We deplore the want of a school library, not being able to comply with the provision of our excellent school law. Section No. 3 has a frame school-house in course of erection, and expects to have a school in successful operation the ensuing summer. The township of Miller was admitted into the municipality of Clarendon last year, and was divided into four school sections, all of which are making preparations to open schools in 1869, if possible. The settlement being new, they labour under embarrassment, yet they are anxious to have schools among them. A great majority of the inhabitants of the rear townships are in favour of compulsory education, yet they are not in favour of the rest of the proposed alterations in the law. The land being broken, we require all the aid in the power of the Province to grant, in order to overcome the difficulty of a thin population.

23. *David McRae, Esquire, Kingston Township.*—I have visited and examined all the schools once during the first six months I have been in office, and nine schools since. In these nine schools, I delivered a lecture, addressed to the pupils, the teachers, and the parents. My chief object, in my first visitations, was to test the schools under my jurisdiction, that, when I returned in a few months, I might be able to tell what proficiency had been attained by the pupils, and also whether the teachers had done their duty. I cannot say that the schools fulfilled the expectations I had formed respecting them; however, I am happy to state that in those I visited the second time, there was a sensible improvement. I have endeavoured to ascertain, from questions put by me to the teachers and trustees, what benefits have resulted from religious instruction. The answers received are not satisfactory. It is true a few schools have been visited by clergymen, but their coming, I am informed, has been "like angels' visits—few and far between." In my address to trustees and parents, I have advocated the advantages to be derived from maps

and other aids, which are so essential to successful teaching. I have also spoken on the benefits that would result from public school libraries. It is certainly startling that such a wealthy township as Kingston is so meagerly supplied. The revised programme at the County Board is observed, and the examination papers are printed. At the last meeting, however, we did not confine ourselves entirely to the printed papers, but orally and on the blackboard, put questions to the candidates for examination.

24. *John R. Smith, Esquire, M.D., Portland.*—I am pleased to state that the schools in this township are perceptibly improving, particularly this last year, owing, no doubt, to the selection of a better class of teachers. Many of the trustees, however, are woefully deficient in performing correctly the onerous duties of the responsible office they hold. As I have before said, were they possessed of a mere common education, the advancement of the pupils would be very much improved. A remedy is much required in this respect, and I sincerely hope the time is not far distant when an effectual one will be found. Another new section has been formed, No. 16, and a commodious frame school-house erected thereon. The trustees and parents of the section feel much indebted to the Department for the promptness with which it complied with the request to grant \$20 in special aid. Section, No. 6, has built a good frame school-house also. In a few years, I believe that frame and stone will replace all the log school-houses in this township, owing no doubt to superior education, and the increasing wealth of the township.

XI. COUNTY OF ADDINGTON.

25. *Ira Williams, Esquire, Camden East.*—I am happy to inform you that the schools under my charge are in good working condition, owing mostly to the fact that few sections have changed teachers during the past year. Out of the large number of children of school age in this township, I find that there are but few who have not attended some school during the past year. The non-attendance is no doubt to be attributed to the indifference of parents, and to the influence of the rate-bill system on the poor. Our schools are mostly free, and I trust, ere long, that the system of free schools will be established by law. But little attention is paid to the religious instruction of the children. Most of the schools are opened and closed with prayer, and in some the Scriptures are read, but I have yet to learn that any clergyman has availed himself of the opportunity afforded by law for the religious instruction of his adherents. During the past year, two commodious frame school-houses have been erected in this township, and there are several sections which require to build new school-houses, in order to have a suitable place for the education of the children. The revised programme for the County Board has been observed, and the examination questions are printed. The books in the schools under my charge are not covered, labelled, and numbered. In reply to your question, "What influence does the library exert?" I am sorry to say we have no Township or Common School Libraries. Wherever prizes have been distributed, the pupils are characterized by regular attendance and advancement.

26. *William Hames, Sen., Esquire, Denbigh, Abinger, and Ashby.*—There have been many changes in the removal of many of the children from some parts of this municipality, so as to leave less children to attend school, therefore our report is not as favourable as last year. There has been one school-house opened in union with Miller. The school has only been kept open three months in the past year, but the trustees think that they will make the school-house more comfortable for the next winter. The trustees and children are much obliged to you for the favour of the books you sent us—though old, yet prized by many. School No. 2 is blessed with a good amount of good reading matter in its Sunday School Library; the others are but poorly supplied. There is much trouble in getting good teachers in this back country; but we are thankful to you for the grant from the Poor School Fund for our school, which we found very acceptable to pay our teachers. The examination programme is duly observed, and the questions are printed. During the next year, I hope the schools will be better attended than in the past. The change that is likely to take place in the school law does not seem to take very well here, as we think that the woods of our Dominion will be forgotten by the County Superintendent, and the trustees put to much more trouble than they now are; but I hope it will be all for the best, and time will tell.

27. *James Aylesworth, Esquire, Sheffield.*—The general regulations, in regard to

religious instruction, do not appear to be followed, because in nearly every school, there are both Protestant and Roman Catholic children, and the parents do not wish religious instruction to be imparted at school. The programme for County Board examinations has been observed so far as I know, and the questions are partly printed, and partly *viva voce*. The Sunday School Libraries are extensively read, and are having a good influence in the community. There have been so few prizes distributed in this township that the system has not had a fair trial, but it appears to induce children to study more, and to attend school more regularly. The *Journal of Education* is generally received, and read by one of the trustees and his family, and that is the end of it, except in a few cases where it is given to the teacher. The one great reason for children not attending school more regularly than they do, is the careless indifference of parents.

XII. COUNTY OF LENNOX.

28. *The Reverend J. B. Aylesworth, B.A., Fredericksburgh North.*—The sections are too small, resulting in poor houses, ordinary teachers, and no conveniences generally. No. 13 is a large school, poor house, and one of the best teachers in the world—John Mavety—salary for 1869, \$420. Libraries are not much attended to in the township. The *Journal* is regularly received in the township, and I think generally read, and must ultimately bring light to the dark places. Some more convenient mode of enlarging the sections might be useful in this township.

XIII. COUNTY OF PRINCE EDWARD.

28b. *Gilbert D. Platt, Esquire, County Superintendent.*—The causes of non-attendance at school are, in a few instances, *poverty*; in about as many others, *distance from the school*; but probably in the majority of cases, the indifference of parents, and their inability to appreciate the educational privileges supplied by our admirable school system. The last deficiency I hope to remedy, in part at least, by means of the annual lecture in each section—a provision heretofore greatly neglected in this country. The regulations of the Department as regards religious instruction are but partially observed. Probably a majority of the schools are opened with prayer, or reading the Scriptures, but I know of none in which regular religious instruction is given by a minister. In the rural sections generally, this would be a matter of considerable inconvenience, but it might certainly be attended to in the villages and towns. The revised programme for the examination of teachers has long been adopted by the County Board, and the questions are printed. No third class certificates of qualification are granted, and the examination, generally, is very strictly and carefully conducted. As far as libraries have been procured, I think the “regulations” from the Department are generally pretty well carried out, except, as in a few instances, that the libraries have become so scattered and disorganized as to be practically useless. I consider the libraries, supplied by the Department, are calculated to do very much good wherever they circulate; but I fear the books are not as generally read as they ought to be. The cause of this delinquency is, no doubt, to be found in the disordered state of the *popular taste*, which is more fully satisfied by the light literature of the day, than by such works of sterling interest and importance as are available for public libraries. The education of Canadians, as a general thing, seems to be still far too superficial and lacking in depth and thoroughness. When a higher standard of intellectuality, in this respect, shall have been reached, we may reasonably expect a more correct taste for reading, and that, as a natural consequence, the books supplied by the Department will be in greater request. As far as I have heard, no injurious result has attended the few instances of awarding prizes reported during the past year. However, the system is far from general, and its propriety is seriously questioned by a number of our best teachers. It only remains for me to say, that there are many hopeful features in the present aspect of the cause of education in the country. The teachers seem waking up to a keener sense of the great responsibility of their profession, and the need of constant improvement and mutual comparison of systems, as evinced by the recent formation of a Teachers’ Association which promises to be the means of very great benefit,—as well as by the frequently expressed desire on the part of individual teachers to attend the Provincial Normal School. The salaries of teachers are also on the rise, and a more extensive appreciation of the services

of good teachers is plainly discernable. On the other hand, it is discouraging to mark the extreme slowness with which many localities improve their school buildings and procure the requisite maps and apparatus. In some few sections a most selfish spirit is manifested, to the great obstruction of the interests of education. These and other disabilities, only less serious, it is to be hoped will soon disappear before the onward spread of those generous ideas of popular education which are beginning to characterize our age and country.

XIV. COUNTY OF HASTINGS.

29. *Frederick H. Rous, Esq., South Riding, Co. Hastings.*—The cause of non-attendance of scholars, where given, is almost invariably returned by the teachers as ‘Indifference of Parents.’ Perhaps, if the latter prepared the returns, they might reciprocate the compliment, and give it as ‘Indifference of Teachers.’ For myself, I observe that, in every section where an able and energetic teacher is retained for any length of time, the attendance steadily advances, until it includes almost all of school age, and often many others. I notice, too, that where cheapness is the primary object of trustees in selecting a teacher, and efficiency only a secondary consideration, the school runs down until it sometimes reaches a very small average indeed. I cannot therefore avoid the conclusion that the answer might sometimes properly stand—Indifference of Trustees. The trustees select the teacher—the teacher makes the school. In the proposed new school law, I am glad to see it is proposed to name a minimum sum for teachers’ salaries. I fear, however, that public opinion here will not just yet support so high a minimum as \$300, and that the difference of \$100 is too great a difference to make between the sexes, and might lead to too sudden a change in the substitution of female for male teachers. I think, too, that it will be well to interpose the veto of the County Superintendents to prevent too frequent changes of teachers. But it seems to me that this proposal is mis-understood by many. Where a teacher is engaged for a definite period—say a year—I presume that the new clause will in no way affect such engagement, but will only operate in cases where no fixed time has been agreed upon for the termination of the agreement. In the *Teachers’ Examinations* in this county, we adhere to the plan that has been in operation for some years—namely, that of printed questions, with a certain value affixed to each, to which each candidate gives written answers without leaving the room, or communicating with others. The *Library Books* remain as they have done for the last two or three years—with the original covers, labels, and numbers upon them, where they have not been torn off or erased; but under no proper system of management, with no properly paid librarian, no arrangement into sets or divisions for going in rotation to different school sections—no annual or even occasional appropriation for the supply of fresh volumes to replace those worn out or lost. I think, as I have intimated in former letters, that the grant of \$100 for library books should be accompanied by a condition binding the municipality to an annual appropriation for keeping up the library, and gradually adding to it. Still, with all these drawbacks, the books are used to a limited extent, and doubtless the leaven—thus silently at work—like the rice-seed in the east—‘cast upon the waters, and bearing fruit after many days’—is producing valuable effects that might indeed be doubled or quadrupled; but that, such as they are, will operate in successive years with accumulative force, which it would be folly to ignore, and criminal to sacrifice or throw away. The *influence of prizes* is reported by some of our teachers as a valuable aid in maintaining an efficient government of their schools. As they (prizes) do not appeal to the higher sentiments of our nature, I doubt their influence being remarkably extensive or enduring, or very eminently beneficial, though I think their judicious employment is sometimes advantageous. With regard to the general condition of our schools, while there seems much left to amend, there seems to me also, in looking back over a series of years, much ground for encouragement, and that in many different ways. I will specify a few points that occur to me as illustrative:—*School Trustees.*—It seems to me that there is a growing desire to have good men chosen as trustees, a growing conviction of the impolicy of appointing obstructives or economists without reference to their fitness for securing the prosperity of the school. I think, too, that there is an increasing willingness on the part of trustees to devote time and labour to the service of the school. *School Disputes.*—There appears to be an increasing disposition to avoid disputes in school sections, and to settle

them when they arise without recourse to law, or even to arbitration. We have had no school arbitrations in South Hastings for two or three years. *Parents* are becoming, in many cases, more in earnest in securing a good education for their children, so that not only are trustees and teachers held to a closer account, but the question is every now and then started, whether trustees are not liable to prosecution for engaging inferior and incompetent teachers, such as are not able to give the instruction required in the section. *Tidiness and Order.*—I think there is much improvement as to the clean, tidy, orderly appearance, both of the school-house (internally) and of the scholars. In the case of the latter, this may be partly the result of their being surrounded by an ever increasing number of comforts and conveniences at home, and partly of the increased accommodation and comfort surrounding them at school. *Enjoyment of School.*—I think children are happier at school year by year, not in every instance, but that the tendency is in that direction. It will probably become more obvious as the teachers come to keep more generally to *short lessons thoroughly learned*—keep their scholars actively at work in school, and depend less and less upon their studying at home. A shortening of the present school hours would be another desirable means of aiding the younger scholars in arriving at this consummation. *Thoroughness with Lessons.*—There is some improvement in this respect almost every year, though even yet there remains abundant room for more. *Practical Instruction.*—There is, I think, a steadily increasing endeavour among teachers to adopt their instruction to the scholar's requirements in after life. This is shown in arithmetic by a growing tendency to the Pestalozzian system of teaching, in preference to burdening the memory with dry and formal 'rules'—in spelling, by teaching it more and more by means of writing, rather than orally; and in the encouragement of such practical acquisitions as vocal music, gymnastic exercises, &c. *Better School-houses.*—The greatly improved school-houses going up year by year—the shade trees planted around them—the ornamental fences enclosing the play grounds—all tell their own tale even to an unobservant eye; and to these might be added the better seats and desks, the larger blackboards, with the more liberal supply of maps and other internal school requisites. It will be understood that the above remarks refer to, and cover a period of several years—say the last ten years. I have referred to signs of improvement. Much might doubtless be said of the *want* of improvement. On the too frequent change of teachers—on the necessity of greater thoroughness in teaching—on the strange neglect of ventilation in our school-houses, it would be easy to dilate. But it is allowable sometimes, and profitable too, to contemplate what has been done, to take pleasure in the retrospect, and to draw therefrom hope for the future. Let us therefore 'thank God and take courage,' look hopefully forward, and trust that the time and labour bestowed upon the all-important cause of education will prove, by its accelerated and accelerating development, to have been time and labour well and worthily bestowed.

XV. COUNTY OF DURHAM.

30. *John J. Tilley, Esquire, County Superintendent.*—I wish to express my sincere pleasure at the healthful and prosperous condition of this great branch of the public interests. And it is a subject of congratulation to every friend of education that our system of public instruction is accomplishing to a very considerable extent the great public purpose for which it was organized. The inhabitants of this county seem quite alive to the interests of education. As a proof of this, all the schools but five, have been kept open during the whole year, and seventy-eight out of the ninety-seven have been entirely free. I think the time has certainly arrived when all our schools should be made free by law, thus putting an end to the constant annual disputes which mar the peace and cordiality of action in many sections. The school-houses are generally comfortable and fairly supplied with maps and blackboards, though there are some painful exceptions in Cartwright, Manvers and Hope. Five new school-houses were built the past year, and several are to be built the present year. There has been an unusual scarcity of teachers for the present year, and consequently good, first-class teachers were earnestly sought for, and some schools in the back parts of the county, that had been in the habit of paying less than fifty pounds to a female teacher, were willing to give one hundred pounds to a first-class male teacher of experience, but were unable to obtain such a one. This is certainly an improvement, and it is pleasing to see the increased value that is being placed on the ser-

vices of a superior teacher, and the increasing desire to obtain such a one. I took particular pains in my visiting tour last fall to ascertain which teachers wished to change their schools, and what schools would be vacant at the end of the year, and then requested the trustees to apply to me for a teacher, or to consult me before engaging one. The proffered assistance was kindly received. I have been applied to in many cases of changes of teachers, and my advice has been generally acted upon. I intend to give particular attention to this subject, and hope to accomplish much by securing the best teachers for the best schools, and by getting the right men in the right place. In my visits to the schools, I have been much pleased with the good order maintained, but am surprised to find so few schools in which proper provision is made for cultivating a taste for choice reading. Only a very few have made an attempt to lay the foundation of a Common School Library. I shall continue to urge upon the people the importance of this subject, and also the general introduction of merit cards and prizes as an incentive to punctuality, order, and increased diligence. I find that wherever introduced, the merit cards supplied by the Department are accomplishing the very best results, and give satisfaction to all ; and where a zealous teacher exerts himself, they can and will be introduced into nearly every school. With regard to the inspection of our schools, I feel assured that much more would be accomplished, if it had a direct bearing upon the school and the teacher. At the usual half-yearly examination of the school by the Superintendent, but few persons attend—sometimes none, and the results of the inspection of the school, by one competent to judge of the teaching and discipline maintained, are not generally known. If the Superintendent were to furnish a statement of the status of each school, together with the condition of the schoolroom, furniture, school requisites, &c., and each township or county were to print such report for general circulation, there can be no doubt but that the inspection of the schools would be much more useful than it now is. The training of teachers is a subject which demands the attention of every true friend of education, and it is to this, more than to anything else, that I look for improvement in our Common Schools. Those who devote themselves to the education of the youth should receive thorough and uniform training in the *art* of teaching, which would afterwards introduce into our schools a greater degree of uniformity, and thus facilitate the progress of the pupils, and also lessen the loss of time to a school by the change of teachers, in doing away with the endless variety in the manner of teaching by persons who have received no proper preparation for the profession which they have chosen. In visiting the schools under my charge, I have been forcibly struck with the difference between the teachers trained in the Normal School, and those not so trained, and in my first visit to a school, after an observation of a few minutes, without asking a question, I have been enabled, in nearly every instance, to determine correctly whether the teacher had attended the Normal School or not. There is an ease and system in the work of those persons trained in that institution which is not commonly met with in others, and I also find that the revised programme of studies is most carefully observed in those schools in which Normal teachers are engaged. Nor can this be wondered at. Let me cite a case of every day occurrence. A young person attends a country school, conducted perhaps by a very ordinary teacher ; he comes before the County Board, and by a hard struggle obtains a second-class certificate of a low grade ; the next step is that this person, without any training in the art of teaching, without any regular system of classifying or governing a school, has full control of the education of fifty children. He may become a good teacher in time, just as a person setting out in the practice of medicine, without a proper training, may, by observation and study, become a successful physician, but I fear the experiment would be painful to many. And I feel assured that our school system can never fully accomplish the great work before it, until *every* person licensed to teach has not only received the necessary scholastic education, but has also received a thorough training in the best methods of teaching, and has given satisfactory evidence of his ability to *teach* and *govern* a school.

XVI. COUNTY OF PETERBOROUGH.

31. *The Reverend Frederick Burt, Galway, Snowdon, Minden, Dysart, Lutterworth, &c.*—There are sixteen schools in working order under my supervision, and within three months that number will be increased to twenty ; shewing that there is more work silently going

on, and that cannot always be reported. In one of these new sections the trustees are quite proud of their new school-house; in another they have ventured to purchase a house at a cost of from \$70 to \$90, so as to commence the work of education directly—this is progress. In the several sections reported of last year as having furnished maps, I can now add two more, in one of these the people are few and struggling with poverty, so I see here progress through *love* of knowledge. One other poor section has been enlarged, and two other new ones formed, so to operate immediately; whilst two others failed for the present through the “first meeting” falling through from lack of attendance of the ratepayers; this just shews the locality is scarcely ready for even preparatory work. A drawback to true progress is the fact that in three sections the attendance has been very low and bad. This is partly attributable to dislike of the teacher, but also to a sullen carelessness in parents. But I can set against this as many more sections where there has been quite a notable brightening up, so that the good work, whose mainspring is the Education Office, is really going forward. The good of *law* and of government superintendence as proper *aids* in battling successfully against local evils and obstacles to education, is daily to me, back here, most apparent; and through those aids the people are being educated. That excellent paper, the *Journal of Education*, is much prized by trustees and teachers; but during this year it has not been received regularly. Whose fault is it? Does the office mail a copy to every section whose post office is reported by the Local Superintendent? The paper is too valuable to be used improperly or missed. I mail about eight copies per month to any new section or any that may be not more than a year in existence. The new series of readers have been eagerly sought for and obtained in all my schools. In two schools, tablet lessons are regularly given, and I am glad, for information imparted thus must assume a solid nature. Of libraries, I can say but a word, we have done but little, and only two school libraries and two of Sunday-schools exist. A good library went to loss a few years ago in one place and disheartened the people. In the matter of prize books, my report must be as dull. Since the absence of Hon. B. Flint from our county none have been given. Our sections are too young and too poor to purchase for themselves. Free grants would remedy this dead stop; but there is a feeling of a loss sustained through no prizes being distributed, hence they were valued. The questions put to teachers at their examinations are all printed and are pretty high in standard; but raise the attainments of the teachers by all means. Trustees ask for it. May we be able to pay for it. There has been quite a dearth of teachers for the last two years. Success attend the God-like work of education!

XVI. COUNTY OF VICTORIA.

32. *Nelson Heaslip, Esquire, Beasley.*—The cause of education in this township, although presenting no marked features of progress, is evidently advancing. The schools under my superintendence are all free, and I believe it would be wise for the Legislature to enforce the adoption of the Free School System. The revised programme is adopted by the Board of Public Instruction for the county; the questions are printed and valued, the answers returned in writing, and a new set of questions selected at each meeting of the Board.

The non-attendance of some children in this township is not to be attributed to indifference of parents altogether, but the very considerable distance some families live from the school. The School System is working admirably, producing great and beneficial effects. At the same time some few corrections might be made, but I have grave doubts as to the benefits contemplated in the substitution of County for Local Superintendents. I believe the plan would be less effective, as nearly all the clergy and other leading literary men of weight and character in the community would be excluded, and the highly beneficial influence they exert over the common education of the country cease. A whole county would require a man's whole time, which would render it impossible for many of the most competent literary men to fill the office, as they would be engaged in other important callings, whereas they might be Local Superintendents without any injury to those callings. In not a few cases the proposed County Superintendents would be men inferior to a great many members of the present Board, as they would be men whom a mere knowledge of letters would recommend to the office. The objection, that Local Superintendents are often appointed from political motives is, I believe, unfounded, and, were it so, the same

objection would be applicable in selecting County Superintendents. Most of the objections urged against the present mode of superintendence could be obviated by the Board of Public Instruction prescribing certain literary attainments for the officials. Prizes have been distributed in two of our schools with beneficial results, having the effect of increasing the general attendance and stimulating the pupils to a more vigorous exertion than can be obtained from them by any other means.

33. *The Reverend B. S. Hoskins, Fenelon.*—The interests of education in the Township of Fenelon, as far as I can ascertain, are advancing. During the past year a new brick school-house has been built in section No. 3, at the village of Fenelon Falls, as the report will shew, at a very considerable expense; it was an evident necessity, the utmost capacities of the former school-house were beneath the wants of the numbers of children wishing to attend school, time and use had rendered it otherwise unsuitable. The increase of the juvenile population has been duly considered in the new edifice; it has two main apartments, each of which is large enough to contain the male and female scholars of the section, and to fully occupy the time and attention of one teacher. The trustees also concluded upon the increase of teachers, and the engagement of a superior grade. I am happy to report that, notwithstanding the seriously augmented expenditure thereby occasioned, the policy has been approved of by the section at large; indeed, the character of the semi-annual examinations, the improved and observed manners of the pupils at their homes, and even upon the public streets, as one of the observant parents remarked, was a sufficient proof of its correctness. One of the newly engaged teachers was from the Normal School, accepted as a fair sample of all graduates from that Institution, the superiority of such above all others is an unanswerable fact, if exception be made, nothing beneath Grammar School advantages can be allowed. I very much regret that the policy was not of the same kind in the other sections. The mistakes and deficiencies of some other teachers at least, are shewn at the examination of every class; this is held to be a great calamity. The subsequent life of such pupils will shew them to be indelibly marked, in such a manner as would be prejudicial to their best standing; surely the interests of friends or of trustees are sometimes saved at a very high price. In section No. 10, a school-house has also been built; as to numbers and improvements this section is but small, "a lodge in the wilderness" is somewhat expressive, through resemblance. I was pleased to find the edifice comfortable and tolerably furnished with school apparatus. Some older and much wealthier sections have teachers inferior to the one labouring here, and one with four times the measure of daily attendance, very much inferior school accommodations. As a whole, the township is very deficient in maps and libraries. With one or two exceptions, the schools are free. The authorized books are generally used. The revised programme for County Board Examinations is exclusively observed; examination papers are printed. The examiners do not, however, confine themselves to the printed papers, but orally, or on the blackboard put questions to the candidates for certificates; the raised standard has made a corresponding number of applicants to be unsuccessful.

34. *The Reverend B. S. Hoskins, Somerville.*—Of the schools in the Township of Somerville, I have to report that, with but one exception, they are free. The attendance is particularly gratifying, when the state of the roads and circumstances of the parents are considered. Some of the teachers, at least, are of the right stamp—a visit to the schools of such is both a pleasure and an advantage. The difficulty lies generally in prevailing with trustees to engage a good teacher at the first; few fail to perceive the great advantages where a fair trial is made, and act afterwards accordingly. I suspect the correctness of employing an inferior teacher, even as a pioneer; so far as the fabric is reared, rubbish and suitable materials are alike employed; to separate and remove the former is a protracted and painful task, equivalent to the work and worth of good acquired. The disadvantage of incompetent trustees is greatly felt here. The correspondence connected with trustee's orders for teachers on the Treasurer, for the last (past) year, is not less than twice, if not thrice, what it should have been. The semi-annual and annual reports have been incomplete and incorrect in almost every case. It is but just, however, to remark, every thing here may be said to be but in the infancy of being; settlers are few, improvements small, means very scarce, and roads at certain seasons nearly impassable. There is a great want of the aids to successful teaching in maps, libraries, prizes, &c. I have once and again sympathized with the poor female teachers, whose schoolrooms have

been windowless, or bedroom and schoolroom by turns, and again, whose bedroom, dining-room and study have been compressed within the limits of a ground floor, jointly occupied with parents and children. The capacity to endure such hardships, patiently accompanied with untiring application to studies, is surely a gem of future greatness.

35. *The Reverend Walter Wright, Macaulay, Ryde, and Stephenson.*—We have only had four schools in operation out of the ten sections, and none of these had anything about them particularly calling for remark. In the case of non-attendants at any of these schools, I believe the cause of their absence would be found to be the indifference of the parents. In two of the schools in operation, viz., No. 3, Draper, and No. 1, Stephenson, there was diligent attention paid to religious instruction; but as to what the regulations are, on this matter, neither trustees nor teachers know, for they have no School Manuals, but one, in the settlement, I believe. The want of the School Act has proved a very serious drawback. The teachers examined by me (according to the appointment of the County Council) were examined faithfully, and to the best of my judgment, without reference to any given programme, as none such was supplied to me. There is no library connected with any of these schools, and no distribution of prizes. In regard to the *Journal of Education*, there have been hardly any copies received, probably two or three during the past year. This has caused considerable murmuring, as if the people here were neglected. I do think it would give a considerable impulse to education in this settlement if it were regularly sent. In all of the sections, excepting No. 4, Stephenson, there appears to be some action in school matters. I may mention that in several of these, the erection of school-houses is contemplated. For No. 1, Draper, we have secured a grant from Government of two half acre village lots, for a school site, through my personal application to Mr. Richards. It is intended that a school-house shall be built on it during the coming summer. Also in No. 2, Draper, and No. 2, Stephenson, they intend to erect school-houses as soon as the work can be done.

XVII. COUNTY OF ONTARIO.

36. *The Reverend R. H. Thornton, D.D., Whitby East.*—The programme, issued by the Council of Public Instruction, has always been carefully observed by the Ontario County Board. Our questions are printed and carefully valued, and our form of certificate presents on its margins all the subjects in the programme, and the total valuation attached by the Board, and the actual attainment of the teacher at the examination upon each branch. We have no library since the division of Whitby into two townships. Prizes have not been given in many instances during the past year, but the general opinion in the sections is nevertheless favourable to them, and their influence is considered good. In this I thoroughly concur, and I should like to see them given at least once a year in each section. No unfavourable influence from them have I witnessed, nor have I been able to obtain from either the trustees or teachers any evidence of this, but the contrary. In regard to religious instruction, I am not aware of anything in connection with the schools which deserves the name. A few teachers use the 'Form of Prayer,' and read a portion of Scripture at the close. I have not been able to gather any results. The attendance of those within the school age in the respective sections decidedly improves, but few of the trustees will be at pains to ascertain the cause of absence. In Section No. 1, a few reported as not attending are taught at home by the teacher. It is a special case. Only one school was not free last year. It is probable the rate-bill will not be tried in it again. They were not gratified with the result, and it is made free for 1869.

37. *The Reverend James Douglas, Uxbridge.*—There are but few children in the township who do not attend school for some part of the year at least. The main difficulty that presents itself in most sections is irregularity in attendance. This goes far to damp the spirits, and cripple the energies of our teachers. It prevents the desired proficiency from being attained. The only reason that can be given for this is the poverty of a considerable portion of the township, and a supposed necessity for their assistance at home in the busy seasons. The free system of education prevails in the township. One substantial frame school-house has been erected, and another enlarged during the year. The revised programme of county examinations is carefully observed, the questions are printed and strictly valued. We are pleased to mark improvement in the papers of the candidates at the last examination. We have but one School Section Library worthy the name. It is

in good order, and well patronized. There is a lack of interest in educational matters throughout the township generally, and great difficulty is experienced in getting out parents to public examinations, and also to lectures on education.

38. *The Reverend Jas. C. Wilson, Thorah.*—The people in this township take a lively interest in education. A few, from want of feeling the importance of giving their children a good education, have neglected to send them to school, but they are only exceptions. Some of the sections have given prizes during the year, which have had a good effect. I have given one prize in each school to the *best* reader, which has been attended with good results. The regulations respecting "religious instruction" are carefully attended to, and the result is most satisfactory. The teachers in this township all hold first-class certificates from the County Board. They are examined according to the proper programme, and the questions are printed. We have a Township Library, but we have no libraries belonging to any particular section.

XVIII. COUNTY OF YORK.

39. *The Reverend James Brooks, Etobicoke.*—As regards the state of the schools in the Township of Etobicoke, under my charge, I cannot speak *particularly* of any prosperity beyond that of the previous year. I am pleased that they are conducted as well as they are. It is much in advance of past years. There are a few children that do not attend any school; I cannot state the cause. The regulations with regard to the 'Religious Instruction' of the children, is in a measure attended to. In my public lectures I have urged upon the attention of the teachers that for the time the children are under their charge the *whole* child and *all* its interests, were intrusted to them. The examination questions are printed. In several sections much carelessness and indifference exist as regards the Public Library, and the books are not as generally covered as they ought to be. I shall endeavour to urge attention upon the trustees and teachers in this matter. Prizes are distributed in more than half of the schools, and I think the end aimed at is in some measure attained.

XIX. COUNTY OF SIMCOE.

40. *The Reverend Jacob Poole, Innisfil.*—Innisfil is one of the foremost townships in adopting the free system in support of the schools, and they have at present a class of active and well qualified men employed as teachers, as far as education in itself is considered, but any teacher who is lacking in a knowledge of human nature, and its various workings in children, is defective in an essential point. One man, with only an ordinary education, understanding the varied capacities of the pupils under his care, will do more to advance their education, than one who may be much more far advanced in science, and have a more thorough knowledge of every branch required to be taught in the schools, with a great lack in knowledge of human nature. Few men were better adapted to enter the very soul of children than Dr. Watts, as his selections of children's hymns abundantly prove. The schools are well attended, and order is observed by the teachers. I regret one thing, that the trustees are not more ambitious in availing themselves of the great privilege held forth by the Chief Superintendent, in offering prize books at 50 per cent. under value, as they have a direct tendency to excite the children to a love of reading. I consider the books to be of the very best quality, and the trustees should take greater interest in the children's future welfare, than they do in general. I think the present system of school organization is working well, and may work better in a comparatively new country like ours, than with the proposed changes.

41. *The Reverend Richard H. Harris, B.A., Medonte.*—I have received reports from six schools under my direct superintendence. In *one* of these, "negligence of parents;" in *two*, "neglect" (I suppose of parents); and in *two*, "distance," has been the alleged causes of the non-attendance of children at the schools. To the best of my belief, the general regulations in regard to religious instruction are followed, and with the usual results. My firm conviction is, and I do not say it from a narrow or illiberal spirit, holding as I do evangelical views, that distinct *religious*, not merely *moral* instruction, is one of the necessities of the age, and this in connection with our Common Schools, is practically impossible, while the clergyman is not allowed to impart religious instruction to the children of our schools until after 4 p.m. The County (Simcoe) Board of Instruction has

a written series of questions, but I think it is not the "revised programme." There are no Common School Libraries in this township. In consequence of the poverty of the people, and ruggedness of the county, of which a large area is not under cultivation, this desideratum has not yet been obtained. I am satisfied that the distribution of prizes at the public examination in our schools, acts as a wholesome stimulant to exertion, and lends an interest and charm to the otherwise monotonous routine of every day school life. I speak this from experience, having taught Academies and Grammar Schools for many years, both in the old country and Canada.

42. *The Reverend Jas. Ferguson, Oro.*—All the schools in the township of Oro were in operation during the whole year, with the exception of one, which was open for six months only. They were all taught by able teachers, holding either first or second class certificates, and with salaries slightly increased. The number of children not attending school, though decreasing, is still too large—according to the trustees' reports, 339 out of 1418—over 25 per cent. Distance from school is given as the chief cause. The schools that have enjoyed the services of efficient teachers for two or three years unchanged are in advance of all others in general prosperity. Instruction in military drill is now given in five or six of the schools. Twelve Sabbath Schools are at work, attended by over 500 scholars, and taught by about 50 teachers. Singing is much cultivated in them, and merit cards are distributed with the happiest results.

43. *Alex. Hislop, Esquire, Sunnidale.*—The general regulations respecting religious instruction are observed with good results. Revised programme used, *written* questions—(until lately, printed ones were adopted). There was a Township Library got from the Department in 1862 or so—the selection was not judiciously made, there being too many *large* works on agriculture, &c.; still it had a good effect in the township. Lately, the library being called in, most of the volumes were burned in the house of the Township Treasurer during the fire in August last. There is a feeling to have a new library got, avoiding the error in selecting the previous one. Only one school, viz., S. S. No. 5, gave prizes during the late year. I experienced great pleasure in observing the animated effect on parents and children during the examination. The sum of \$20 has been set apart by the Township Council to purchase books for prizes for a public competitive examination of all the schools in the township, to be held on 23rd of February.

44. *The Reverend A. MacLennan, Tossorontio.*—As usual, it must be stated that the most common causes of non-attendance are distance, poverty, ignorance, intemperance, and indifference—that the general regulations in regard to "Religious Instruction" are not followed—that the "revised programme" for County Board Examinations are observed, and the examination questions printed—that we have not even one library, and that the distribution of prizes continues to exert a wide-spreading and beneficial influence. It has been the means of a more regular and punctual attendance, and greater diligence on the part of pupils, of additional faithfulness on the part of teachers, and of awakening parents to a better sense of their duties. There is still room for improvements, which cannot possibly be filled up till we have County Superintendents, compulsory education, and at least some more of the "proposed changes," which, it is to be hoped, will be effected within a very short period.

XX. COUNTY OF HALTON.

45. *The Reverend Robert Ewing, Esquensing.*—All the schools in this Municipality have been in efficient operation during the year 1868 (with the exception of one or two, where inexperienced teachers were employed), most of them particularly so. The teachers, on the whole, are very well qualified for their situations. The Board of Public Instruction for the County of Halton has been making strenuous efforts to raise the standard of qualification, and has now succeeded in sending out a large number holding first-class certificates. And none others would be employed, but for the fact that some trustees—through a false economy—will employ those with inferior qualifications, because their services can be secured for a smaller sum. To prevent this—as far as possible—in examining teachers, between the meetings of the County Board, I use the printed programme, and endeavour to make the test the same as if they appeared at the County Board. One excellent brick school-house was erected during the year, and another is in the course of erection, so that it may now be said that almost every section in the town-

ship has a first-class school-house. There is still a good deal of reason to complain of "irregularity of attendance," which in most cases arises from the common cause, "indifference of parents." To this I have called special attention in my school lectures in every section, and not without good effect in some, though it is also to be regretted that in a few sections very little interest is taken, and few can be got to attend lectures or examinations. Still, upon the whole, the interest of the people in the cause of education is increasing, and the number studying the higher branches of a common school education is higher than formerly. The Holy Scriptures continue to be read in almost every section, and the knowledge of divine truth, thereby imparted to many, cannot fail to prove a very useful part of the instruction they are receiving.

46. *Daniel McLeod, Esquire, Nelson.*—At my ordinary visits to the schools in Nelson throughout the past year, I found them generally in an efficient and prosperous condition. Excepting one, which was closed three months last winter, and another that underwent repairs for two months, they have all been in active operation. Most of the teachers seem to be pretty well fitted for their office. Some are an honour to their profession, who possess, in an eminent degree, the faculty or power of communicating instruction, imparting knowledge, and preserving order amongst their pupils. Four of them are from the Normal School, the rest have County Board certificates of first and second class. Said Board requires a high standard of qualification, and conducts the examinations with printed questions, according to the revised programme. I attended a number of interesting public examinations, the exercises were generally conducted with great fidelity, the classes were so critically examined as thoroughly to test their capabilities and acquirements, and reflected great credit on both teachers and scholars. At six or seven of them, prizes were distributed; in one school (No. 10), upwards of \$60 worth, and in all cases with a marked and highly beneficial influence. In every school, as soon as it is known that prizes will be awarded to those who will merit them, a laudable emulation is excited—there is a general striving to excel. The books, too, that are thus circulated and read, have a healthy moral tendency, and cannot fail to elevate and improve the minds of those who read them. In the course of the day, where prizes are given, a lunch or picnic is provided for pupils and spectators, as well as school officers, and at the close, all seem to retire well pleased with the proceedings. The Free School System is making way slowly but steadily against all opposition. In 1866, we had 3 Free Schools; in 1867, we had 4; and in 1868, there were 5, wholly supported by the property tax. As an indication of progress, there is an improvement in some one or more of the school-houses, or their furniture every year. Last year, an elegantly designed and commodious school-house was built in No. 12, and supplied with maps and school requisites. This year, in No. 11, an addition as expensive as the school-house has been put up, and fitted for a second school-room, as one teacher was found insufficient for the wants of the section. Eight other schools during 1868 have been provided to a greater or less extent with new maps or apparatus. The school-houses, with their sites, are valued at \$9450, the maps, apparatus, and school furniture at \$571, or additional. It is a cause of regret that there is no Common School Library in the township; gladly would I co-operate in establishing one in every section. Twelve Sunday School Libraries are reported containing 2502 volumes. It is worthy of remark that in this year's report, those teachers, who open and close their schools with prayer, observe the General Regulations in regard to religious instruction, and where their deportment corresponds with this practice, as I have reason to believe it does in the cases given, it must exert a salutary influence on the minds of the young. The causes of non-attendance of children at school may be variously stated as distance from school-house, want of suitable clothing, poverty of parents, requiring the labour or earnings of their children, but the chief causes given are indifference of parents, and where there is no Free School, the rate-bill.

47. *The Reverend John Wilson, Trafalgar.*—The cause of non-attendance of some children is the indifference of their parents—this will be overcome by the *compulsory measure* joined to *free school*. "The revised programme for County Board Examinations" is adopted, and the questions are printed. Religious instructions are observed generally, and with good results. I think the distribution of prizes has not had a beneficial tendency. I would just say, in conclusion, that the great want of this Municipality educationally is—1. Better school-houses, furniture, and apparatus; 2. Better teachers, and of course increased

salaries ; 3. A deeper interest by the people in school matters, and then this old settled and wealthy township will take its place among the foremost.

48. *The Reverend John Porteous, Beverley.*—There are no particulars to notice, unless I call your attention to the fact of all the schools being kept open for twelve months during last year. This is the first time they were so reported. The School Section, No. 15, have built themselves a handsome stone school-house last year, and are now occupying it.

XXI. COUNTY OF WENTWORTH.

49. *The Reverend Alexander Maclean, M.A., Flamboro', West.*—The causes of non-attendance at school spring from one prolific root—*Intemperance*. Almost invariably the absentees are such, through that bane of Canada, and of humanity. I am happy to think that Legislative action to *coerce* attendance at school, will demand also Legislative action to abate the nuisance which pauperises so many families in every community. Drink, dirt, laziness, poverty, and vanity cheat many a bright-minded child of its opportunity of reaching an inheritance of mental worth greater than wealth. I know of no denominational religious instructions being imparted to the schools in terms of the Act, except in the Separate School. The school authorities do not generally perceive the importance of a full return of all of school age in each section, and hence, while our school population has greatly increased, and with better attendance at school, we receive less money from the Legislature than when our schools were not so flourishing as now. One school-house, Section No. 2, was consumed by fire under mysterious circumstances, but the insurance (\$400) built another, which is now occupied. Great improvements have been made during the year in school accommodation. An elegant brick building has been erected at Mill Grove. An addition has been made, with extensive repairs, at Greenville. Nos. 10 and 8 have excellent stone school-houses. Nos. 4 and 5 have assistants' rooms. Indeed, we have now almost complete riddance of crazy, creaking, barn-like school-houses. I am sorry to think that only two Public School Libraries bless the township ; their influence has not been reported to me ; indeed, the lessons in the schools, the public papers, and the current popular literature, leave little time and less taste for the cultivation of the substantial and the useful. Prizes seem not to have a useful tendency in the schools, unless they are given for both mental and moral merit and proficiency. The competitive examination last year gave an impetus to the youthful mind. We have a large number of excellent readers, spellers, writers, and arithmeticians ; indeed, in two of the schools, the greatest speed and correctness in calculation has been attained, through the perseverance of the teachers. The general progress is very encouraging, and a higher tone of morals seems to pervade the schools, and I am convinced that the results are worth all the care and pains bestowed. I find matters working so well in this township (Flamborough West) that I fear the great and radical changes which are contemplated, will not be to better education amongst us, especially where the changes will take out of the hands of the residents the right, officially, to manage their own affairs, and to appoint their own responsible officers to do the work assigned them. Take the oversight of school matters from the people, and you overthrow your educational monument.*

50. *The Reverend George Cheyne, M.A., Saltfleet and Binbrooke.*—The schools have been in successful operation during the past year. In the township of Binbrooke, as will be seen from the report, they have been kept up within a small portion of the whole year, and in Saltfleet very nearly 11½ months. In Binbrooke, most of the teachers have been employed from four to seven years in the same sections, and in some cases in Saltfleet four or five years. There is no great disposition to change teachers, where they are doing their duty, prudently and efficiently, and when this is not the case, the sooner they are changed the better for the good of the schools and scholars. While the requisite qualifications are necessary, mere attainments do not make the successful teacher. I have been Local Superintendent of Schools in this locality for upwards of twenty years, and have much pleasure in bearing testimony to their credit, that I have never had the least difficulty, either with trustees or people. There have been very few cases of arbitration, and these

* No such changes as are here apprehended have been contemplated. The author of the School System is the last one to desire its subversion, or to suggest anything more than to remedy its defects and to strengthen its weakest parts.—*Chief Superintendent.*

were easily settled. Great progress has been made in the cause of education, and improvement in school-houses, and the qualifications of teachers. The people are, in general, not indifferent to the cause of education. The number reported not attending school is much decreased, and they are principally composed, either of the very young, or those who have already received a pretty good education. I hope the time will soon come when, in every Common School, the teacher will be able to teach the classics, which would greatly increase the number of those who would seek a collegiate education. Though parents would not, and perhaps could not afford to send their sons from home to prepare for college, they might do so if the opportunity were afforded in the neighbourhood. It is this which, in Scotland, has enabled so many young men to get a University education. I am sorry to say that one of our most efficient teachers, Mr. George Johnson, who has taught successfully for two years in School Section No. 2, Binbrooke, has retired from the vocation of teaching. Prizes, so far as I have been able to ascertain, when judiciously distributed, have been productive of a good influence, in promoting regularity in attendance and diligence in study. Recitations have been practised in some schools with success and advantage to the scholars, and are to be recommended, when too much time is not devoted to them, to the neglect of more important studies. I find the young people take a great interest in them, and they are, no doubt, beneficial as a training for public speaking. School section libraries do not seem to be valued as they ought, but we must bear in mind that every Sabbath School or congregation is supplied with useful and profitable books for reading, and, therefore, there is not so much need of school section libraries. Still these might contain books of important information, that would not find a place in a congregational or Sabbath school library. Upon the whole there is much cause for gratitude, on account of the rapid and substantial progress which the country is making in education, which cannot fail, with the blessing of God, to produce increased intelligence and enterprise of the people, which will result in the prosperity and stability of the Dominion of Canada. Under the Free School system, which almost all are beginning to appreciate, every child has the opportunity of acquiring such knowledge as will fit him for the discharge of the duties in that station in which an all-wise, gracious, and over-ruling Providence may place him.

XXII. COUNTY OF BRANT.

51. *The Reverend William Beattie, Brantford.*—The schools in this township (Brantford) have maintained their position as to efficiency during the past year, and there has apparently been an earnest desire on the part of the teachers that their pupils should profit by the educational privileges within their reach. There is still a general complaint as to irregularity of attendance, which I fear will only be remedied by enlightening the parents on the importance of having their children educated in those branches taught in Common Schools. The children in many such cases are more sinned against than criminal, for carelessness on the part of parents is the general reason given for non-attendance at school—irregularity and non-attendance are twin sisters of the same parent, but I presume they require different treatment to effect their removal. The general regulations regarding religious instruction are reported as follows, but from what I have seen, I much fear there is more formality than duty or privilege in them. The daily reading of the word of God—even though a large number be apparently careless—cannot but have a beneficial influence, and the portions thus read may, in after life, be recalled with the most devout gratitude. Of course, the revised programme for the County Board Examinations is observed. All the questions are printed, and the answers of *eight* out of the eleven different subjects are in writing. There are few “Public School Libraries” in this township. There can scarcely be a more healthful and important agency than a well-selected library, but when such libraries are only a collection of ill-written histories, pretended memoirs, and the productions of self-conceited men, calling themselves “Lecturers on Science and Philosophy,” I am pretty sure their want is a gain to the section. Where the works of the wisest and best of our race are found, it cannot fail that those who hold intercourse with them will be more diligent and efficient in the discharge of their duty. The subject of prizes is somewhat delicate, in consequence of its being so difficult to convince those who fail in receiving prizes that the distribution is just. There are those in almost every school, who stand out from the rest, and are universally acknowledged as deserving of a prize, but there are

a few so very near each other in attainment, that it is felt to be invidious to give one and not the others. Prizes judiciously awarded will necessarily be a stimulus, but many teachers find a difficulty as to the best principle on which they should be awarded.

52. *The Reverend John Armour, Burford.*—*Cause of Non-attendance of Children at School.*—The general answer given by trustees is the carelessness or negligence of parents—a terrible culpability. One reply is that they are needed at home. Among our farming population, as soon as a child becomes old enough to do anything, he is taken from school with a half-finished Common School education to assist his parents. *General Regulations in regard to Religious Instructions.*—There is no systematic effort put forth by the clergymen of this township. Occasionally, one visits his sectional school and delivers an address, but no regular system has as yet been adopted. This township is, however, well studded with Sunday Schools. *The Programme for County Board Examinations* is observed, and the examination questions are printed. The books are reported covered, labelled, &c. The library exerts a good influence generally, and especially among parties who love reading. The distribution of prizes exerts a happy influence where they are properly distributed. It is a power in the hands of a prudent teacher.

53. *The Reverend John Wood, Oakland.*—The cause of the non-attendance of pupils at any school during the year is indifference of parents. The general regulations with regard to religious instruction are followed, and with the best results. The revised programme for County Board Examinations is followed, and the questions are printed. There are no school or public libraries in the township. The intention is to organize one in Section No. 2, as soon as possible. Their influence cannot be other than good. Prizes are distributed in all the schools, with the best possible results. They stimulate the pupils to extra exertion, and thereby increase their advancement.

XXIII. COUNTY OF LINCOLN.

54. *Eli Gregory, Esquire, Louth.*—I find that there is a great indifference shown by some parents with respect to the education of their children, but there are very few old enough to stand the walk who do not attend some school. The religious instructions are not very well followed, and with but little benefit. The revised programme for County Board Examinations is adhered to, and most of the questions are printed. The books were formerly labelled and covered, but they are getting worn out and neglected.

55. *The Reverend D. W. Misener, Niagara.*—The schools in the township are not as prosperous as desired. The great trouble seems to be irregular attendance. Quite a large number of children do not attend school, and the cause given in every instance was neglect. I think the compulsory system would be an advantage.

XXIV. COUNTY OF WELLAND.

56. *Alexander Reid, Esquire, Crowland.*—In transmitting my annual report for this Municipality for 1868, I feel pleased to refer to several things in connection therewith, viz.:—In regard to free schools, you will perceive that of eight schools in operation, seven were free, clearly evincing that the principle is commanding itself to every reflective mind, but the compulsory method should be associated, making it obligatory upon parents to see that their children are educated—a duty as binding as to feed the child when hungry, or clothe him when naked. Also, in regard to the punctual payment of teachers, the only balance due on the 31st of December was \$39.34, and the sum paid during the 1868, \$1,309.82. The average length of time each school was kept open during the year is nine months and three days; this of itself is a good test of the progress being made in educational matters. I am happy to state that the number of children not attending any school is a small fraction of the whole, for while the number of children is 409, those not attending any school are but 23, showing that the public is beginning to appreciate the idea that a person without education must remain during life a “hewer of wood and drawer of water.” There is no religious instruction given in any of the schools. The revised programme is used for the Welland County Board of Examiners, and the examination questions are printed. However, there is one point to which I am sorry to refer—the entire absence of anything in the shape of a School Section Library. This is a duty entirely overlooked, and parents stand in their own light, for the terms which your Department

offer are liberal, and a well-assorted library is a necessary adjunct to the instructions imparted in school. Only two schools have awarded prizes during the year. I am not able from personal observation to state the influence exerted, but there is no doubt in my mind that when properly given, they are highly beneficial in stirring up a healthful emulation—just the thing required to reach the youthful mind in its researches after knowledge.

57. *The Reverend George Bell, Stamford.*—The only cause assigned for non-attendance is indifference of parents. This is cause of complaint from the irregularity of attendance on the part of some children who are enrolled; but there are very few children in the township who do not attend at all. The school-houses are not used for religious instruction; and although affirmative answers are given to your question, the subject is probably misunderstood. The revised programme is followed, and the questions used by the County Board (Welland) are principally printed, oral questioning being added, at the discretion of the examiners. The private school mentioned is the boarding school kept by the ladies of the Loretto Convent, but no information respecting it was obtained by the Trustees of the section. The school-house of Section No. 10 was burned last spring, and the new one, erected on the same site, was only finished a short time before the end of the year. The school has been kept open under serious disadvantages in the interval.

XXV. COUNTY OF HALDIMAND.

58. *Thomas C. Pinkett, Esquire, Canborough.*—With respect to the non-attendance of children at school, I am happy to say there are very few that have not attended. The cause of non-attendance is mostly indifference. In regard to religious instruction, it is not observed. The revised programme is observed, and questions printed. No public libraries. I cannot state the influence of prizes.

59. *The Reverend John Flood, Dunn, Moulton, and Sherbrooke.*—The number of children not attending any school is fewer than in former years; and the cause of there being some who are thus neglected is the indifference or perverseness of parents. The general regulations in regard to religious instruction are not followed, except in cases in which I attend to this duty myself. I hope the effect is good. The revised programme for County Board Examinations is observed, and the questions are printed. The books in the libraries are labelled and covered, and they have a good influence on the inhabitants.

60. *The Reverend A. Grant, Oneida.*—Regarding the non-attendance of children, parental neglect is the sole cause, and poverty has nothing to do with it. Next, with respect to religious training, in the best ordered schools in the township, it is very poorly attended to. The distribution of prizes exerts almost no influence at all, for the reason it is not done regularly, nor is it done by a regular system. Prizes are only obtained occasionally, and not annually, and then without sufficient time being given for a useful competition. They are distributed, and generally to avoid offence, given to as many families as possible. There are no libraries, consequently no influence exerted. The schools, on the whole, are in a prosperous state, but would afford improvement in the shape of a little more interest on the part of trustees.

XXVI. COUNTY OF NORFOLK.

61. *James Covernton, Esquire, Charlottetown.*—Notwithstanding the extensive lumbering operations in this township during the year 1868, and the unusual consequent demand upon the time of the older scholars, the schools for the past year have exhibited a slight increase over 1867, and all the schools were in *effect* free, although one levied the nominal rate-bill of five cents per scholar. Although the school reports do not exhibit very many cases, where children absent themselves entirely from school, yet the half-yearly returns show that many only attend for the briefest periods, and that where free schools were *already* virtually established, some steps of a coercive nature ought to be had recourse to, to force the careless or wilful to give a more steady attendance. The sentiment is now becoming almost universal here that compulsory attendance, under reasonable modifications, is only the necessary and fair sequence of Free Schools. It is also satisfactory to observe that the duration of the schools is gradually increasing, and that schools of only six months in the year are becoming rare. The results of such schools are always satisfactory. A more general appreciation of superior teachers is also becoming common; but an unwillingness to submit to change that thwarts the popular sentiment, or to concur in the withdrawal

of any popular right, even for the substitution of a less cumbrous mode, is generally felt and expressed. Jealousies and prejudice have been unduly appealed to, and the result is that doubt and hesitancy usurp, in very many cases, the general confidence that used to pervade all, as to the judiciousness of all educational progress formerly submitted to the people. No measures involving a direct or indirect renunciation of *popular control* are viewed with any degree of complacency; an apprehension of increased expense influences many, and enlists their resistance and opposition to changes of any kind of a material character; notwithstanding, the universal sentiment runs in favour of school improvement and superiority in school teachers. In a word, there is a desire for better schools (involving, of course, the employment of the best qualified teachers only), and an unwillingness that teachers of acknowledged superiority should participate in the increased remuneration that, the times we live in, enable skilled mechanics to dictate and obtain. A protection to teachers, by fixing a minimum of remuneration, has become a necessity, and is only a proper extension of the principle, long laid down and acted upon in the case of Local Superintendents. I have long felt it very desirable that some judicious efforts should be made to give more prominence and effect to the efforts made for elementary Scriptural instruction, and I think this could be effected without raising sectarian prejudices or opposition.

XXVII. COUNTY OF OXFORD.

62. *The Reverend W. H. Landon, Blenheim.*—I am sorry to say the School Libraries are scarcely used at all, nor can I account for the prevailing indifference on the subject. In all cases which have come under my own observation, the judicious distribution of prizes in the schools is attended with good results. On the whole, though susceptible of many improvements, the schools of the township are in a satisfactory state, and public opinion, in respect to them, is advancing in the right direction.

63. *The Reverend S. Belcher, Nissouri East.*—Educational matters in this township remain much in the same state as they have done for the last two or three years. I think, upon the whole, a fair amount of interest in the work is manifested by the inhabitants generally.

64. *The Reverend John Wilkinson, Norwich South.*—I am sorry I have so little of an encouraging character to report respecting progress in school matters, yet I believe the community is gradually becoming impressed with the value of education. Parents are taking a more lively interest in the education of their children, although it is evident that for some cause (whether it be *avarice* or *poverty*), too many are detained at home, much to the annoyance of the *teacher*, to say nothing of the loss experienced by the child. These things show the necessity for some compulsory law. I believe the community are waking up to a greater willingness to be taxed to pay competent teachers, which, of course, is one step in the right direction. I regret to state that the library question so little interests most of the schools. Although, on the whole, there may be advances in many respects, yet there is too much laxity on the part of the community in general to care how matters move respecting school affairs, especially in collecting to hear school lectures, or attend school examinations, or do business right. I hope better things for the future in respect to this township in all matters connected with the schools, and that we shall have better account to give of our stewardship, if spared, through the course of the coming year.

65. *R. A. Jones, Esquire, Oxford, West.*—It is very gratifying that in my first report to you, I can bear testimony to the rapid progress made by every school during the past year under my supervision. A few of them had been taught for several years by incompetent teachers—these have been dismissed, and in every instance efficient and experienced teachers have taken their place. Too much credit cannot be given to the various Boards of School Trustees for their wisdom and liberality in engaging and retaining teachers who stand high in their profession. I am pleased to report that the regulations regarding religious instruction are carried out in every school but one, and with very beneficial results. The revised programme for County Board Examination is carried out as far as the competency of its members will permit. I regret to have to report that we have no Public School Libraries in this intelligent and wealthy township. This loss is made up to a considerable extent by the children of nearly every school section having access to good Sabbath Schools, in each of which there are libraries. Much of the progress of the past year is the result of the distribution of prizes in each school. Few prizes had ever

been given in this township, with the exception of one school. I applied to the Township Council for funds, and they kindly granted a small sum, on condition that I would promise to be present in each school on the day of their distribution, which I have been able fully to carry out. I immediately called a meeting of the teachers, and they decided to keep a uniform system of daily merit and demerit of each pupil—these to be condensed in monthly reports, to be sent to their parents or guardians for their inspection and signature—these merits to form the basis for the distribution of prizes. This system was thoroughly carried out by our efficient teachers with unparalleled results—creating an interest in the minds of teachers, parents, and pupils previously unknown in many of our School Sections. The public examinations at the close of the year were held on successive days, giving me the privilege of attending each. They were largely attended, and the distribution of prizes on the above basis gave universal satisfaction to both pupils and parents. The prize books were very superior, being well bound, beautifully embellished, as well as universally cheap. I would return thanks to the Deputy Superintendent, Mr. Hodgins, for his great kindness in undertaking the selection of these books for us.

XXVIII. COUNTY OF WELLINGTON.

66. *A. Dingwall Fordyce, Esquire, North Riding.*—There have been 101 schools in operation for the greater part of 1868, ten of which are Roman Catholic Separate Schools. They have, with few exceptions, been carried on with tolerable efficiency. The attendance has been larger than the previous year. The aggregate attendance for the first half year exceeded that of the corresponding half of 1867 by 53,913 days, and for the second half year, there was a like increase—60,389 days more than had been attended during the latter half of 1867. The additional number of scholars on the rolls for the year was 743—boys, 394; girls, 349. The Financial Reports, as a rule, are most commonly presented in a much more satisfactory shape than they used to be, although I do believe there are still a few, who represent things rather as they expect them to be, than as they really are—how this can ever occur, where there are auditors, I do not pretend to understand. Leaving out of the question the Roman Catholic Separate Schools, I find, of the other 91 schools, 75 report having the new series of reading books in use, one school has still the old books, and eight have both old and new. In four, the new series are used, with the old 5th Book in addition, which will probably be the case while some authorized summary of history remains unprovided. Three schools have omitted to answer the question in any form. Little has been done in increasing the number of Common School Libraries. Those in existence, I believe, have been in general use, and proving beneficial. I wish more of them were established; but a remark in one of the trustee's reports is deserving of notice for its singularity:—"The Library was shut during the year on account of books retained by the readers." Where prizes have been given, I believe they have been useful. By the reports, 44 schools would seem to have provided prizes for the scholars, and yet the expenditure only gives an outlay on this head of 33 schools—amounting in all to \$245. Four new school-houses have been erected during the year, all excellently contrived, and really good buildings—one in Section 13, Peel, of brick, valued at over \$1000—the other three in Maryborough, in Sections 6, 14, and 17—each valued at about \$600. I should also mention another new school-house belonging to Union Section with Wellesley—the old school-house was in Wellesley—the new one quite as good as the others mentioned is in Peel. In Section 5, Peel, there is good prospect, I feel happy to think, of a new school-house. Scarcely any where has one been more needed for some years past—a site has been selected, fenced in, and the building will be proceeded with next season. I am very glad to observe, by the query in the trustees' reports, that you have drawn attention to a grievance that has existed in many quarters, without any means being taken to remedy it—in providing outside accommodation that no school ought to be destitute of, whatever its situation may be. In the reports from 91 schools (the question not having a place in the forms for Roman Catholic Separate Schools), 54 report affirmatively, 28 negatively, and 9 have neglected to answer the question. I shall endeavour to find an opportunity to bring the matter yet further under notice of the trustees, and trust it will not be long till such a question becomes unnecessary. Regarding Sunday Schools, and the number of teachers and scholars in them, the information given is far from complete. However, it is the first time the matter has been introduced, the

libraries heretofore having alone been asked about. In the case of 27 sections, the query seems to have been overlooked, yet in several of these, to my knowledge, flourishing Sunday Schools are in operation, and in 14, so far as I can judge, the answer appears to be in the negative. The following is an abstract of the information where the returns are complete :—

In Amaranth.....	6	schools with	40	teachers—	350	scholars.
Arthur.....	4	“	17	“	90	“
Grarfraxa.....	6	“	19	“	220	“
Luther.....	3	“	10	“	97	“
Maryboro’.....	4	“	35	“	291	“
Minto.....	6	“	41	“	293	“
Nichol.....	5	“	41	“	315	“
Peel.....	8	“	68	“	497	“
Pilkington.....	4	“	37	“	270	“
	46		308		2423	

Respecting lectures by the Local Superintendent, I have simply to remark that I have transcribed what is given in the reports. The same remark I have had occasion formerly to make, may still be applicable regarding some of the reports—that a few words of advice to the scholars are sometimes regarded as a lecture. In others it is noted, that a printed lecture was circulated, and one report has this note—“Had any been delivered in the day time, most likely the teacher and scholars would have been the only audience—farmers don’t leave their work to attend lectures.” Be this as it may, strictly speaking, I did not deliver any lecture in 1868. Absence from home from the middle of August to the middle of October, threw my visiting later in the season than usual, and compelled me to use considerable despatch in order to accomplish it. This I got done, and provision having been made for the emergency, no interest suffered, I believe, by my absence. I have it in view, however, to prepare and circulate another lecture, as I did on some previous occasions. It may not be altogether out of place to mention that, although it is very possible that at the annual school meeting, the proposed alterations of the school law may have been discussed in many a section, the form provided by law generally prevents, in the account sent to the Local Superintendent, notice of more than one or two matters of routine. In only one case in the reports received was there any allusion to these changes. It was in these words—“The meeting unanimously condemned, as unjust and arbitrary, and contrary to the wishes and interests of a free people, for any Government to say what salary a teacher should receive,* that to change the present system of Trustees would be unwise, and that they they could not agree to keeping a teacher longer than the harmony and good feeling between him and the pupils were mutual.” Coinciding myself, however, in the main, with most of the proposed changes, I would simply add here, that I should like to see some legal mode appointed for equalizing the school rate in Union Sections, and in preventing the difficulties that might arise out of the alterations of such sections, as made by Reeves and Local Superintendents. I should likewise desire some heavier penalty for failing to provide sufficient school accommodation, than merely withholding the Legislative School Grant. I do not think it would be any unjust interference with the liberties of a free people to withhold any share of the School Fund under such circumstances. Out of 101 schools reported (*ten*, as I have already said, being R. C. Separate Schools), 89 are opened or closed with prayer, and the Bible or Testament is read in 80.

XXIX. COUNTY OF GREY.

67. *Charles Gordon, Esquire, Derby and Keppel.*—I have come to the decided opinion that if there were Township Boards of Trustees, instead of School Section Trustees, the returns

* It has never been proposed to give the *Government* power to say what the salary of any teacher should be; all that has been proposed was that the representatives of the people in Parliament should declare what the *minimum* allowance of a *teacher* should be, as they have declared what the *minimum* allowance of a *Local Superintendent* should be. If the latter has never been considered an infringement upon the rights of County Councils, but has been found to be a useful regulation, the former cannot be considered an infringement of the right of Section Trustees, but must be regarded as a regulation helpful to the just and liberal, and only required by the unjust and mean.—*Chief Superintendent.*

would be more reliable ; many of the defects now appearing would, under Township Boards, be very nearly if not wholly avoided. In this district, the religious opinions of the pupils are not interfered with, which is so well understood by the supporters of the Separate Schools, that it is with difficulty the Separate Schools are kept open. I feel satisfied of that from my own observation in the Separate School in Sullivan, which is kept open six months in the year. I found the new series of reading books in the hands of several pupils, and on enquiry, found that when the Separate School was not in operation, the children were sent to the Common School. The books in the libraries are generally kept in a very creditable manner, and the influence is such that it is a wonder that every section has not a library. In visiting the schools, I have experienced that in those in which prizes are distributed there is always more life and energy displayed in the classes than in those in which there is no such stimulant, and in more than one instance, where the children had a hope of such distribution, the effect was plainly discernible. Upon the whole, the educational interests of this district are progressing favourably, many of the teachers displaying an energy and perseverance which is pleasing to behold ; on the other hand, a few are not what is desirable. In visiting the schools, I am pleased to be able to report that in only one did I find such slackness as to require special allusion to ; in that one case the employment was evidently for convenience sake, but the party is no longer engaged, and it is to be hoped the time will soon arrive when no such pretenders to the office of teacher will be found on the list. The reports show that a large number of children of school age do not attend any school. The teachers give various reasons, but the great reason seems to be distance from the school, combined with badness of roads. In many localities, the expression road means only the allowance for road. There are now 58 schools in operation in this district, in which were employed, during the year 1868, ten first class, forty-three second class, and four third class teachers, and one not reported. Of these twenty-four are females, and thirty male teachers, and four not given in the reports.

XXX. COUNTY OF PERTH.

68. *William Rath, Esquire, Blanchard, Ellice, Fullarton, Hibbert and Logan.*—Taking an average for the years 1867 and 1868, the number of children reported as not attending any school is 493, being about nine per cent. of the total school population reported for these years. These returns are, however, not very reliable, as trustees very seldom go to the expense of taking a proper census, but estimate the numbers as best they can. On the whole, I am inclined to think the number is overrated in these returns. I believe that in 1854 this number amounted, according to the returns, to 25 per cent. of the school population as then reported. Generally the cause of non-attendance is reported to be “indifference of parents.” The regulations as to religious instruction are in most of the schools carried out, and on the whole have a good effect. The new books are now almost exclusively used, and while it is conceded that they are more within the capacity of children, and consequently more likely to make good readers than the old ones, still many teachers part with the Irish National Readers with regret. I have become familiar with those chiefly used in the state of New York, and in the Western States, but in the mass of valuable information contained, I have seen none to compare with the Irish National Series. Perhaps one of their best features is the elaborate chain of Scripture history running through them, satisfying, as I think it did to a considerable extent, the general desire felt among parents that some kind of religious education should underlie the teaching in the Public Schools. These books were extensively read by parents as well as children, and have been the means of causing a great deal of history to be taught that would not have been taught without them. In this way they have done good service in their day, and I would recommend, that in future editions of the new Readers, more of the Scripture lessons be copied from the old ones, and also the chapters on roots, prefixes and affixes.* I find the effect of distributing prizes to be very beneficial, and seldom causes that dissatisfaction that formerly attended such distribution. In the majority of lectures, I have only been able to address the children, as few people will leave their employment to hear a lecture. I have, however, frequently met the people and addressed them at school soirees, receptions

* This suggestion has been anticipated by the preparation and publication of a little and most valuable book, entitled *Companion to the Readers*.—Chief Superintendent.

and examinations, and always found the results satisfactory. Lectures, to be of any use, must be practical and extempore, and not mere essays to be read. In this respect I fear a County Superintendent—though the creation of such an officer is a move in the right direction—will labour at a disadvantage, as he will not be able to be everywhere at once, at the season when examination soirees, &c., are held, and will thus lose his best chance of meeting the people. I must again bear testimony to the efficiency of the Perth County Board of Public Instruction, whose members are all educated and professional men, some of whom have been connected with it continuously from its first organization up to the present time. On the whole, I can report favourably on the progress of education here. As I have resigned the inspection of the schools here, I shall probably have no further official correspondence with your Department, over which you have presided so many years, and have administered so efficiently. May I express the hope that you may yet be spared many years to promote the cause of education in Ontario.

XXXI. COUNTY OF HURON.

69. *A. Worthington, Esquire, M.D., Howick.*—Non-attendance in this new county is in most cases caused by distance from the school-house—some cases occur where indifference is the true reason. The general regulations, in regard to religious instruction, are very well observed throughout the township. In two or three instances, the schools are neither opened nor closed with prayer. The result of the rules, when observed, is uniformly good. The revised programme is thoroughly observed, and the examination questions are prepared at each previous meeting of the County Board, submitted and printed for the succeeding examination, which is very thorough; but nothing of this kind is observed in the Common Schools under my jurisdiction. Libraries in the School Sections are almost useless, little or no attention being paid to, or interest taken in them, and the influence exerted is necessarily very small. When there has been a very general distribution of prizes through the school, so that most of the pupils get something, the result has been satisfactory, and the influences have been in the right direction. The school-houses in this township are mostly log (and not ventilated, except between the logs), and the seating badly arranged—in fact, there is not a comfortable school-house in the township. The means provided for teachers are altogether insufficient. In one instance, where a first-class teacher is employed, there is but one map of Ontario, and neither globes, school apparatus, geometrical forms, nor tablet lessons. Most of the schools are provided with nearly all the different maps, but nothing more. Classifying is generally very seldom. The methods of instruction are usually simultaneous or individual. I find very few who can read with facility. Many of the teachers are indifferent readers, and there seems to me to be an entire want of appreciation of good reading, except with a very few teachers. Writing in mostly all instances is well taught. Arithmetic is badly taught. I have not seen a class sent to the blackboard. This is probably on account of the teachers not having been properly trained. In Grammar, not much is done. Analysis is just beginning to be adopted by some of the teachers, but *Lennie reigns*. There is not that attention paid to spelling that there should be, chiefly for want of proper books, spelling books not being used in many schools, words being usually given out of the reading lessons. Sullivan's Superseded Spelling Book is used in one or two schools. The teachers find it difficult to get parents to provide the necessary books in some cases. While on the subject of books, I may say that there is considerable grumbling in reference to the very bad binding, and the blame is chiefly laid on the Department. There is no subject so well taught and understood as geography, and no fault can be found. Very little attention is paid to book-keeping, and only in two or three schools is it taught at all. History is taught, and very good proficiency made by some. Vocal music is not taught, but it does seem to me that it should be made one of the subjects in the programme of examination at the County Board, and thus generally taught. I have in several instances made appointments to examine schools and deliver lectures, and would perhaps see a single trustee, more often none. In such cases, I have usually addressed the pupils for a short time, giving them such advice and instruction as I thought best suited for the occasion. I hope to give a better account of matters at the end of another year.

70. *The Reverend Stephen Young, Hullett.*—The schools in this township have been conducted in a very satisfactory manner during the past year, the teachers, with few exceptions, being faithful and efficient. Foremost in the ranks are those of Sections Numbers Three and Nine. The former has been a number of years in the same section, and his labours seem to be more and more highly prized. The latter, although only a year in the section, has earned for himself quite a reputation. Too much praise cannot be given to both of these for their ability and success in teaching, and as proof of their high appreciation, the trustees have considerably increased their salaries for the current year. Two or three of the remaining teachers in the township are also above the average. The usual complaint of irregular attendance is continually made, and although the cause generally assigned is "Indifference of Parents," yet, in too many instances, those anxious to keep their children regularly at school, cannot possibly do so on account of the distance. A new frame house has been erected in Section No. 5, as a residence for the teacher. Prizes were distributed in six of the schools, and I believe with good effect. The revised programme for County Board Examinations is strictly observed, and the questions, with a value attached to each, are all printed. The regulations, in regard to religious instruction, have been but partially, if at all, observed. Most of the schools, however, are reported as opened and closed with prayer, while the Bible is read in all the nine Common Schools in the township.

71. *The Reverend C. C. Johnson, McKillop.*—As far as my limited information goes, I think educational matters are progressing favourably in this municipality. After a great deal of squabbling and difficulty between the people and trustees of S. S. No. 6, the latter (now to the satisfaction of all parties, I believe, that the building is up) have erected a commodious school-house on the old site, enlarged, in the room of the old one, which had become totally unfit for occupation. I am glad to be able to report that a new section, No. 9, has been organized, and a new school-house (log) put up in the back part of the township during the year 1868. Our County Board Examinations are conducted on paper, from printed questions, and are now rendered very strict. I am bold to say that the standard of qualification for teachers in Huron ranks as high as in some of the oldest counties in Ontario. The matter of public and school section libraries, I am sorry to say, is very little attended to; a taste for these things will, I trust, grow in time. *Irregular Attendance.*—The same complaint is repeated in nearly all the *Annual Reports* as to the negligence or indifference of parents sending their children regularly to school. I have made this a special matter of remark, and given it due prominence whenever I have addressed the schools. Doubtless, allowance must be made in many cases for distance and bad roads at certain seasons, coupled with the tender years of many of the children, especially in the newer settlements. Of course, the necessity for regular attendance will be discovered as the people become alive to the value and importance of education. I fully and heartily endorse the changes you desire and suggest should be made in our Common School Law, especially in that relating to the appointment and duties of Local Superintendents, making their office a distinct separate business, eligible only on proper qualification, and their jurisdiction covering at least one county, or riding of a county. The present system to me seems to be a perfect farce, the duties and emoluments being so ridiculously out of all balance, that it is out of the question to expect the office filled as it should be, under the standing arrangement. In the matter of trustees, I do think it most desirable that some change should take place to render them more efficient, and prevent in a measure, if possible, the constant and destructive system of *changing teachers*, which is now so prevalent throughout the country.

72. *The Reverend Hamilton Gibson, Stanley.*—I have much pleasure in stating that the cause of education continues to improve and progress. Ten out of eleven of our teachers hold first-class certificates, and they are not only well posted in the branches of education usually taught in our Common Schools, but are also "apt to teach," and I believe that our schools in efficiency are inferior to none in the county, though I do not mean to say that they have attained the excellence which they ought, or which they are destined to attain. Were I disposed to point out any deficiency, it would be in reading. There is often a deplorable want of distinct enunciation, and proper attention to punctuation; as a remedy for which I have strongly recommended the practice of recitation of poetry or prose pieces by the pupils, and whenever the suggestion has been adopted and properly

carried out, it has been most effective. The County Board of Public Instruction shows a disposition to discontinue granting third-class certificates, and to exact from first and second-class teachers more than the minimum qualification, as prescribed by the Council of Public Instruction for the Province of Ontario. The revised programme for County Board Examinations is observed, and the questions are printed. There is undoubtedly much irregularity of attendance on the part of the scholars. This is attributed to bad roads, bad weather, and distance from school; but principally, I would say, to the carelessness of parents, and a disposition to keep their children from school, to perform odd jobs at home. With respect to the distribution of prizes, I have no doubt of their beneficial tendency, if they are awarded according to merit, as for example, for regular attendance, good behaviour, and attention to lessons. The influence of libraries is also undoubtedly good, if the books are of the right sort. The child who has been taught to read, and to love reading, if not supplied with books or papers that are good, will have recourse to those that are pernicious. Hence the necessity of putting good books into the hands of our youth to counteract the bad. The books are generally covered, labelled, and numbered. The reports from twelve schools show that religious instruction is observed in them all.

73. *The Reverend A. D. McDonald, Township of Tuckersmith, and Village of Clinton.*—I am happy to have it in my power to report favourably of all the schools under my care. Trustees and parents generally seem to take a deep interest in the education of the young. This interest is shown by the employment of earnest and efficient teachers; by the erection of comfortable and substantial school-houses; by securing suitable apparatus, maps, &c., and by giving fair salaries to the teachers. Although this may be said to be true generally, still there are some (too many I am afraid), who do not evince as much interest in the education of their children as they should. These exercise a discouraging influence over the teachers, and over those children who are anxious to learn. The children of such are very irregular in attendance. The most trivial excuses serve to keep them at home. They consequently act as a hindrance upon the progress of their class-mates who are regular in attendance, and diligent in their studies. The blame should not be laid upon the children, but upon the parents, who, in many cases, keep their children at home when the children are anxious to attend. There are other ways of discouraging teachers, and affecting the educational interests of sections, which ought to be prevented, if possible. One is the frequent change of teachers. Trustees do not seem to be fully alive to the injury wrought by this. Half the year is past before a teacher thoroughly understands his pupils, or the pupils understand him. During the other half of the year, all the real work is done. And the influence and interest of this period of time is, to a certain extent, destroyed by the uncertainty with which the teacher holds his situation. Thus many of our best teachers are driven from the profession, and others regard it in little better light than a stepping stone to something better. The teacher's independence, zeal and devotion, are all affected. Another way in which Common School teachers are discouraged, and a more efficient education of the youth prevented, is the injudicious and unreasonable interference of parents in regard to the studies to be pursued. Some parents insist that their children's time is not to be taken up with what they regard as the useless studies of grammar, geography, &c. They must simply be taught to "*read, write and cipher.*" Thus teachers are cramped in their energies—laudable ambition checked, and a worthy emulation destroyed. I could name many other causes which, to my mind, seriously affect the thorough education of this country, but I must not make my report too long, and must therefore omit, but I am certain they are patent to those who take the deepest interest in the education of the young. No religious instruction is given, except what the teachers give; there seems to be some doubt as to the meaning of the provision. No text books are prescribed, and some have one view and some another. I have suggested to teachers under my care a plan which I imagine will meet the desired end without giving offence to any, viz.:—spending part of Friday afternoon or Monday morning in reading the Bible, and thus instructing the children in Bible History, and acquainting them with the text, facts, and incidents therein related. If this suggestion is judiciously carried out, I believe it will meet the intention of the Act, and offend none. The revised programme for County Board Examinations is observed, and the questions are printed. The members of this Board have earnestly devoted themselves to raise the standard of teachers, and to license

only efficient and devoted teachers. The Common School Libraries are very limited in their influence. Constant additions require to be made to these libraries to awaken and keep up an interest in them ; or otherwise they are soon forgotten and remain unused. In some of the sections, prizes were distributed with good results ; in others they were not distributed. It is difficult in some sections to give prizes without giving offence. But generally, I believe the result is good, when they are judiciously distributed. Very few attended the lecture delivered. I tried different places. In some sections, I gave the lecture immediately after the examination ; in others in the evening. The result was the same ; not more than twelve or fifteen attended. Those who attended were not the persons that needed most the influence of these lectures. I had prepared a written lecture, and delivered it in several places. I changed my plan in other places. I took notes of the examination, and made remarks from these notes, and dwelt upon other topics of a general nature, but pertaining to the prosperity and progress of education in each section, and I believe these remarks were not only better received, but will be productive of better results than the most carefully-prepared lecture. In conclusion, allow me to submit the following suggestion :—I think it would be advisable if two copies of the blank reports, semi-annual and annual, be sent to Trustees and Superintendents, instead of one ; for the following reasons :—1st. One copy could be retained for reference. 2ndly. Mistakes will be made in filling up the first time, and the report gets, in consequence, so blotted as to be almost illegible ; and, 3rdly. These reports are sometimes lost in Post Offices. With respect to the Common Schools in the village of Clinton, I have little to add. Many of the remarks made above apply to them as well. The trustees have secured the services of four excellent teachers. Quarterly examinations are regularly held, and afford means of testing the general progress made, which I am happy to say is most satisfactory. Prizes are distributed once a year with the best results. The distribution is made upon the results of the teachers' marks for the year. The unsatisfactory distribution made after a day's examination is thus avoided. The Superintendent gives the Trustees a monthly report. Steps are now being taken to erect a large and commodious school-house this summer. It is to be hoped this building will be better adapted for ventilation and school purposes than those now in use.

XXXII. COUNTY OF BRUCE.

74. *William Bull, Esquire, Amabel and Albemarle.*—There are at present only five schools in operation, which, I am happy to say, are making steady improvement. Five new sections were laid out during the past year, and, I believe, three new schools will be opened during the present year. As I have mentioned in my former reports, there is so much of the land unfit for settlement, that the few settlers who live near enough to form a school section, find it very difficult to raise funds to build school-houses and get the schools started. As the greater part of the unsettled territory of this Province is, I believe, of a similar character, and as the first settlers will have to encounter the same difficulties, I would suggest the propriety of making provision in the new School Bill for granting assistance to the settlers in new townships to erect school-houses. I am of opinion that this is necessary, as it is to assist in supporting the school. I would also make another suggestion respecting compulsory attendance of children at schools. I see the bill introduced during the last session requires, that if children of a certain age do not attend the time required, their parents or guardians are liable to be brought before a magistrate and fined ; but as the bill does not make it the duty of any one to lodge the complaint, I know, from my own experience as a magistrate, that this part of the law will be a dead letter in the country. I would suggest that the teacher should enter on the school register the names of *all children* of the required age in the section, and then that it should be the duty of the trustees or superintendent to examine the register at stated times, and in his official capacity lodge a complaint against such as neglect to send their children the time required. Or there is another plan, and one that I think would not cause so much bad feeling, and that is that the trustees should be authorized and required to levy a small fine for every day the child neglected to attend, and collect it with the other school rates. I am happy to report that the books which were obtained by the Township Council during the past year for a public library are in great demand by the people. I find, however, that

the bindings of the books, though got up with much taste and neatness, are not strong, and that even with great care, where a book is in constant use, it gets loose and will soon come to pieces. Would it not be advisable to have the books for a public library strongly but plainly half-bound in leather? The small additional cost at first would be nothing compared with the durability of the books.

75. *John Eckford, Esquire, Brant, Carrick, Culross, Elderslie, and Saugeen.*—The schools are generally in a very satisfactory condition. The teachers' salaries are considerably improved, and with better salaries we get better teachers. Towards the end of the year, many enquiries were addressed to me by trustees in regard to the efficiency of the instructors, and where a change was contemplated, no small solicitude was shown to secure the proper man. Again and again I was told that if they could get really excellent teachers, they were willing to give a liberal remuneration. Owing chiefly to increase of population, and in some degree also to better attendance, a large number of the schools are very crowded. In a few thinly peopled sections it is otherwise—boundaries require to be altered. Here and there a new section is desirable, and new distributions are somewhat extensively called for. But for the prospect of such changes more new school-houses would be erected. We have, however, eight new ones of stone, brick, or frame, of the best description. Crowded, however, as some of the schools are at certain seasons, from the general healthiness prevailing in this fine county, and the careful selection of the sites, I cannot state, either from my own observation or reports by others, that the health of the children has hitherto been sensibly injured. I should only repeat, in substance, my remarks in recent years by any present recollections, and only add that all the enquiries in the schedules to be replied to in this letter may be answered satisfactorily—the benefit derived from public school libraries excepted—and this because there are so few, and where existing that so little expense is incurred in maintaining and improving them. One would expect that the terms on which the Department offer to supply them would be taken advantage of in every school section. It is far from being so. Reasons I do not attempt to assign. Sabbath School Libraries are numerous, although only a few are reported in the returns, viz., those reported by the trustees. Some book clubs are in existence. Their selections are generally good, including the best monthly and quarterly reviews and magazines. I find many of our old scholars adding from time to time a good book to a very excellent selection of their own. I am sorry to say that we have a great many readers of the miserable sensational trash so abundant in our day.

76. *De Witt H. Martyn, Esquire, M.D., Bruce, Huron, Kincardine, Kinloss.*—With regard to the non-attendance of children, I may say that in the townships under my superintendence, the number of children not attending any school is comparatively very small, and allow me to say here that, in my opinion, five years is much too tender an age at which to send any child to school, and I think the law would be greatly improved if the school age were 7 to 18, instead of 5 to 16. I am sorry to say that the general regulations, with regard to religious instruction, are so very imperfectly followed as to be without results. The revised programme for County Board Examinations is observed, and the examination questions are all printed. The books in the Common School Libraries are all covered, and the regulations, so far as I know, are strictly observed; but as to the influence exerted by the libraries I am not prepared to give an opinion, though I fear their influence is confined, as yet, within too narrow limits to be appreciated, and the same may be said of the influence of prizes.

XXXIII. COUNTY OF MIDDLESEX.

77. *The Reverend P. E. Saunders, Biddulph.*—Indifference is the cause of non-attendance. The revised programme for County Board Examinations is, I believe, observed, but the questions are not printed. Biddulph not being a reading township, and the few books constituting libraries not being much used, the influence is not very observable. In schools in which prizes were given, the effect has been good; and I hope the distribution will become more general.

78. *The Reverend J. Gordon, M.A., Dorchester North.*—The schools in this township, fifteen in number, have all been in operation during the past year, and generally efficiently

conducted. The average attendance has slightly increased, and very few children are reported as not attending any school. There is still, however, great irregularity of attendance on the part of the pupils which retards their progress much beyond the time lost, whilst sound views on the part of parents and guardians will only effectually remedy this evil, the imposition of a small fine for each day's absence, except in cases of sickness, would, I think, be attended with salutary influences. No new school-houses have been erected during the past year, but they are much needed in several sections, where the accommodation is not only of the poorest description, but altogether inadequate for the numbers attending. In such schools, good order and proper classification are almost impossibilities, whilst the pupils become listless from breathing an impure atmosphere. In such circumstances they are unfit for mental application, and too often suffer in health. The clause in the amended School Law, that empowers superintendents to withhold public grants, when proper accommodation is not provided, is decidedly in the right direction. Prizes have been distributed in most of the schools. At my suggestion, the teachers marked the standing of the pupils in their several classes during the year, and the result has been a wholesome rivalry, increased diligence, and greater progress on the part of the pupils. Most of the schools are very deficient in school apparatus, libraries, and furniture. The comparatively short period that teachers remain in one school tends to render them indifferent to these things, and without a teacher's efforts, they are seldom procured. In a variety of ways our schools are suffering from the frequent, I may say constant changing of teachers, and I am glad that you are endeavouring to find a remedy for this evil. The fixing of the minimum salary will not, I fear, do much in this direction, but the appointment of Township Boards of Trustees will, I think, greatly tend to make the teacher's office more permanent and elevate the schools, and as they could be assimilated to those in cities and towns parents could have a choice, which would in many cases be a great boon. I regret that a measure so manifestly in the interest of education should have to encounter so much opposition, but I believe as society is leavened with sound views it will grow in favour, and in the meantime a permissive clause is as far as legislation can go with safety. The choice between Township and County Superintendents might be left with County Councils as at present, the qualification clauses and mode of appointment, both excellent and much needed, being made applicable to the one as well as to the other. To tie Councils down to County Superintendents will have the effect of taking the superintendence of schools entirely out of the hands of the clergy and professional men, so that much of the best talent of the country will be lost to the schools. As a general thing, I think that a much higher order of talent could be found were it looked for, and at less expense for Township than County Superintendents, while they could, from their close proximity to the schools, be more efficient in their superintendence. Considering the expenses of travelling, the labour that must be borne in superintending one hundred schools, few would prefer the office to the mastership of a Grammar School, nor would it be equal, as regards remuneration, even with a salary of \$1,000 per annum. The proposed change as regards the examination of teachers will commend itself to all interested, since it will make the standard uniform on the certificates of teachers in all counties. At present, the frequent changes in County Boards are a great hindrance to their efficiency in conducting examinations, since the preparation of test papers requires not only knowledge and good judgment, but a nice discrimination that practice only can give. Believing that it is your earnest desire to adopt the School Law to the circumstances of our country, so as best to promote the interest of education, and in order that you may be enabled to do this, you desire to know the wants, opinions, and wishes of the community. I have taken the liberty of going beyond the subjects prescribed for remarks with the hope of contributing a mite to the general good. Changes will be required as the resources of our country are developed, and what may be desirable may not be practical at present. I appreciate the benefit that our school system has conferred upon Canada, and recognize in you a public benefactor, and hope that a gracious Providence may spare you to perfect our school laws as far as circumstances may admit.

79. *The Reverend W. R. Sutherland, Elfrid.*—The schools, as may be seen from the report, are all free except one, which is almost so. The principle of free schools works admirably, and all the citizens seem to approve of it. The school children in the township, who number upwards of 1,000, are generally healthy, clever, and if kept regularly at

school, would make very satisfactory progress. The school accommodation is, upon the whole, better than I expected some few years ago. In sections numbers one and two, they are preparing to erect new school-houses. In No. 7, they have resolved to make an addition to their present house. In Nos. 3, 4, 5, 6, 8, 9 and 10, the school-houses are all good and comparatively new. In all these schools, during the past year, they have had good teachers. In No. 9, in Glencoe, where the school is very large, they have had employed an assistant female teacher for six months. The people, in general, feel deeply interested in the prosperity and progress of the schools, and entertain a very high estimate of the Common School Act, understanding, if the provisions thereof are properly administered, that the results will be all that could be expected or desired from Common School education. The irregular attendance of children at these schools arises, in a great measure, from the circumstances of the country. The schools are all situated in rural agricultural districts, except the one in Glencoe, and the children who are able to give any help at all in the field are kept from school during the busy season of the year to assist in farming operations.

80. *J. M. Young, Esquire, London.*—I can truly say that I found a marked improvement in nearly all the schools at my second visit. Regarding the teachers, I have only to say that I have found all very desirous to perform their duties diligently and efficiently. Many of them do honour to their calling, and I would consider it a great loss to the community should they relinquish their profession as some talk of doing. I have to add that we have several new school-houses in course of erection and others in contemplation, so that I think in a few years all the old buildings will be replaced by others more substantial and better adapted to the purpose for which they are designed. Respecting the manner in which the examination of teachers is conducted, I have to say that the different subjects were divided among the members of the Board, and each brought in his questions on paper (written) which were submitted to the candidates. I am of opinion that libraries in school sections have a tendency to cause the people to read more than if they had no libraries connected with the schools, and therefore have a beneficial effect. As there were very few schools in which prizes were distributed, I cannot say anything about the benefits resulting therefrom, but my opinion is that if there were more distributions of prizes in the schools, a greater spirit of emulation amongst the children would be plainly seen.

81. *Harrison Thompson, Esquire, Metcalfe.*—You will perceive in my report that there are forty-two children not attending school during the year. The reason assigned is "carelessness of parents." There appears to be a growing tendency on the part of parents in this respect, but I hope the new School Act will remedy it. The library books are all covered and labelled. I think I can safely report increased prosperity of the schools under my charge. The questions were all printed at the last Board meeting for examining candidates for certificates. I have to labour under very serious disadvantages from incompetent trustees—some of their annual reports come in without any financial statement, others without giving the general school population. Half of the reports I receive are far from being correct on account of illiterate trustees. The general regulations, in regard to religious instruction, are not followed in this township.

82. *M. Foster, Esquire, Nissouri, West.*—I think that there is some improvement in the schools in general, so far as I am capable of judging during the short time I have been in office. There seems to be an increasing desire to obtain Normal School Teachers, from the prevailing opinion that they are superior to others both as teachers and scholars. The utmost harmony has existed in all the schools this year. All the schools have been kept open during the whole year, excepting in one or two cases a few weeks have been lost owing to sickness of teachers. Most of our school-houses are in a wretched condition, too small, too low in the ceiling, and ill-ventilated. Some are not sufficiently supplied with school maps. In one or two sections prizes were distributed, but I have yet to learn what great benefit arises from the prize system. The new series of school books do not meet with general approbation, especially the Fifth Reader. The teachers do not seem to think it as good as the old one. There are some features in the new School Act which I think will be decidedly beneficial, especially those relating to free schools, compulsory education, and to the office of Local Superintendent. The latter has become, to a certain extent, too much of a petty officer, and subject to political partizanship and sectarian wire-pulling; at least such has been the case in this township.

XXXIV. COUNTY OF KENT.

83. *E. B. Harrison, Esquire, County Superintendent.*—You will see from my reports that, whether the proposed amendments to the School Act pass or not, the Common Schools of this county will soon be Free Schools, as that system is steadily gaining ground in proportion to its being better understood. The Common School Libraries do not appear to be extensively used; it would be better to place them in the schoolroom, and thereby render the books more accessible to the teachers and pupils, and I would recommend that the trustees be allowed to sell or exchange the books for which there is no demand, and procure other books. A judicious system of giving prizes has been found to be beneficial in the cause of education. The causes of non-attendance are generally attributed to “distance from school,” and “negligence on the part of parents.” I think, in a majority of instances, the latter cause ought to be substituted by *necessity* on the part of parents requiring assistance at home from their children. Will you allow me to point out an error in the report (inserted in the *Journal of Education* for last October) of the Committee on Education of the British Methodist Episcopal Church, viz.:—That “coloured people are not privileged to enter the Common School of Buxton, or the Grammar School at Chatham.” In the last half-yearly return for S. S. No. 6, Raleigh, in which Buxton is situated, out of fifty-six (56) pupils entered on the register, forty (40) were coloured. The only impediment to their entrance into the Grammar School is the usual examination.

XXXV. COUNTY OF LAMETON.

84. *James Dunlop, Esquire, Plympton and Sarnia.*—The schools under my charge are on the whole making satisfactory progress; and are from year to year obtaining a better class of teachers; and the school-houses are being better fitted up and provided with the necessary apparatus to enable the teacher better to discharge his onerous duties, still there are many of them sadly deficient in these respects. On the whole, the past year has been one of progress, and now, at its close, there is much cause for satisfaction. You will see from the reports that a small per centage of the children have not attended any school during the year. In some few cases, the carelessness of parents has been the cause, but in others, the distance from the school-house has been the reason for non-attendance. This difficulty will always operate to a greater or less degree in rural districts, because of the sparse and scattered population in many parts; then, in a few cases poverty of the families has been the drawback. These last two difficulties will always exist in some measure in the rural districts, and prove a drawback to the children attending school, as much as one of them, at least, exists in towns and cities. And although the anticipated aid to poor school sections may bring the school-house nearer to many of the children, yet, compulsory attendance, and the poverty of families, will scarcely ever harmonize. Indeed, to carry out the provisions of the Free School system, we would require to furnish, either by the Legislature or the trustees, or by both combined, all the necessary books and other things required for the school, together with, in some cases, even the clothes in which the children are to attend the school, or a proportion of the children, in the rural districts, as well as in the towns and cities, will be deprived of the benefits of a Common School education. And there can be no doubt, that it would be the wiser and the cheaper policy of the Legislature to provide all these necessary things, for the poor at least; for it is better and cheaper to prevent crime by elevating the masses than to punish it. In regard to *Libraries*, the returns are very defective. The chief reason appears to be that the books have become old, and are now little read; and the trustees think it hardly worth making any return in regard to them. The books are covered and labelled according to the regulations, and are in a good state of preservation. Still, they are read to only a very limited extent, and chiefly by the parents. There appears to be a sad want with our youth attending school of the cultivation of a taste for reading. The primary object of establishing school libraries was, no doubt, that it might lead the youth attending the schools to form habits of reading, which they would carry with them after leaving the Common School. In this the libraries have almost been a failure; either the books are not suited for the youth at our schools, or there is some radical defect in our system of teaching in them. The system does not draw out and strengthen the intellectual powers of children,

for they appear to require, nearly all the days of their lives, to be fed with milk and not with strong meat. Our Sabbath Schools, and the libraries connected with them, appear to do more to cultivate a taste for reading than the Common Schools, and the libraries connected with them. Whether it is that the books are more suitable for the children, and they consequently take more interest in them, or that the system of teaching is better adapted to lead them to reflection, I am not prepared to say. But I think that more care should be exercised in selecting the books sent out to the Common School Libraries, with a view of cultivating a taste for reading amongst our youth. There are very few of the schools that adopt the system of giving prizes. Still, where given, they have a very marked effect for good, in producing a greater degree of diligence amongst the pupils, and more marked regularity in attendance at the school; and were the system more generally adopted, there can be no doubt that it would be beneficial. Still there are some who urge objections against the system of giving prizes. These forget that children are intellectually indolent, and require an occasional stimulus. Prizes, when judiciously distributed in schools, are for good. There are many complaints from all parties, trustees, parents and teachers, in regard to the frequent changes* of the text-books used in the schools, causing much confusion among the scholars ere they are all supplied with the new books recommended by the Council of Public Instruction, and in many cases unnecessary expense to the parent. But a short time since the whole series of reading books were changed, and it is still a question if they are much improved upon the old national books. There is, no doubt, some improvement in the selections in the second and third books, as better suited to interest the little ones, still, is it worth the expense. The geographies and grammars have been so frequently changed that confusion reigns in many of the schools, and all these changes without any radical improvement; they are annoying to all parties concerned. The desideratum in our best books is, that they be correct in the principles on which they are constructed, and that they set forth the leading outlines of the subjects on which they treat. Anything more than this is an evil. The fact is that we have too much book learning, and too little intellectual training in our schools; and the fuller the text-book, the more aggravated the evil. The revised programme of examination is used in the examinations at the County Board. The Board for some time has granted only first and second-class certificates to teachers, and these divided into grades A and B, making four classes, but the lowest is still a higher grade than the former third class. The Board has called in all its old certificates, with a view of raising the standard of its certificates at the next half-yearly meeting.

XXXVI. COUNTY OF ESSEX.

85. *Richard Golden, Esquire, Anderdon.*—There are at present in this township four Common Schools, viz.:—Nos. 1, 2 and 5, 4 and 6, with two Separate, a Roman Catholic and Protestant. There has been a Union School, in connection with the township of Malden, for coloured people, but it has not been in operation the past year. School has not been kept open during the whole year in some of the above-named schools, owing mostly to the want of efficient teachers, and partly to the effect of Separate Schools. It is to be hoped that Separate Schools will be done away with in this locality, as there has been a move lately for that purpose. Religious instructions are followed up in most of the schools, and to good effect. There are two Sabbath Schools open in Section No. 4, with a small library of about 150 or 200 volumes, which promises to do good. The programme for County Board Examinations is observed, and the questions are printed. The standard being raised causes just now a want of proper teachers in this county, but the improvement was very much needed, and will have a beneficial effect on the community. Some of the schools in this township are very well conducted. The Catholic School is one of the best, owing to the services of an experienced teacher, and the school-house in

* There has been but one change in the School Readers since 1846, and that was in 1867-8, and then only after strong and earnest, and numerous remonstrances and urgent request on the part of teachers and others, and after a year's notice to all parties concerned. There has been no change in the Grammars authorized until last year, and then not so much a change as a restriction to one Grammar, in order to prevent the confusion complained of. It is only within the last five years that all American Geographies have been disallowed, though numerous remonstrances demanded their exclusion long since. The new Text Books have been prepared and revised by the ablest and most experienced instructors of youth in Ontario.

good order, with exception of maps, the want of which is very much felt. I have had a difficulty in getting the school returns, owing to the discontinuance or discharging of teachers before the close of the year, and one annual report I could not get at all—that of the Separate Protestant School, which accounts for the omission in the attendance of pupils in Sections 1 and 4 (in which sections said Separate School exists). There have been prizes distributed in School Section No. 4, with the effect of stimulating the pupils to attend and excel. The school site of School Section No. 4 has been changed during the past year, in order to accommodate the supporters of said Common School. I can see a growing desire among parents to have their children educated, and I hope that with good qualified teachers, and some sacrifice on the part of parents, and those interested in the improvement of youth, that our country will soon rise to have no equal.

86. *Henry Botsford, Esquire, Malden.*—The schools are all, with one exception, in a prosperous and efficient state—the exception is a poor school composed exclusively of coloured people, who are unable to keep the school open the whole year, without aid from other parties besides themselves. The sum of twenty dollars was granted them by the Township Council towards paying their teacher the past year. There were six schools open during the year. A small portion of the township, composed of some five or six families, is united to Section No. 7, in the township of Colchester. The inhabitants generally exhibit an increasing interest in the education of the rising generation, and seem to appreciate more the necessity of having good and successful teachers. I am happy to say that the schools are all free—three of which were kept open during the whole year, one eleven, another eight, and the other six months. Of teachers, there were two changes made during the year, making in all eight different teachers having taught within the township—three held first-class certificates, two held second class, and three taught upon certificates granted by the Local Superintendent; of these, one taught one month, another five, and the other two months. Two were male teachers, and six female. The schools under the female teachers compare most favourably with those under the male teachers; the children appear cleaner and more tidy, are more attentive, and are equally as far advanced in the different branches. In respect to the non-attendance of children between the ages of five and sixteen, the chief causes are the indifference of parents, and the distance some are from the school-house. I find, in those sections which are small and compact, the non-attendance is less than in larger sections. The regulations, in regard to religious instruction, are not generally followed in this township. The revised programme for County Board Examinations are duly observed, and the examination questions are printed. The qualifications of candidates for teachers have been gradually raised during the last two or three years, so much so, that many applicants have failed to obtain certificates. It is greatly to be regretted that there is no school library established in the township. Prizes were only distributed in one section, with what result has not been ascertained. The authorized books are exclusively used in the schools—the new Series of Readers have nearly supplanted the old. With one or two exceptions, the school-houses are very uncomfortable, especially in the winter season. Trustees, as a rule, seem to neglect, through a mistaken notion of economy, to provide such accommodation as children actually require for their comfort. The inhabitants, however, acknowledge that a change in this respect is necessary, and we may expect soon to see the unsightly log school-house give place to more tasteful and substantial buildings. In conclusion, we have every reason to be thankful for the great boon conferred upon us by our unrivalled Common School System, and it is to be hoped that before many years transpire, every child in the Province will be enabled, at least, to receive a good common English education.

87. *Victor Ouellette, Esquire, Rochester.*—The cause of the children's non-attendance in schools is, in most instances, indifference and long distances from schools. In regard to religious instruction followed, and with what results, I beg to report that no religious instructions were given in the schools by any clergymen to my knowledge in 1868. Respecting the revised programme for County Board Examinations, I beg to report that the said programme was observed by the Board, and the examination questions printed. About the distribution of prizes to children, I am sorry to say that this habit is adopted by only one school, as you will perceive, and with great results, but I shall certainly recommend the adoption of the same to the other sections.

88. *Denis Downing, Esquire, Sandwich, East.*—The schools of this township are all

free, and have been for the past year. Prizes have been distributed in some of the schools, which gave general satisfaction. The National School Books are used in all the schools, except in Sections 2, 3, 4 and 5, where they use French Canadian Books, together with the English National School Books. It was only yesterday that I got the annual report of Section 3, and then I had to go after it. I might have prosecuted them according to law. The disposition of the County Board of Public Instruction for this county is to raise the standard of education, and to pass none but efficient teachers. Hence there were several teachers last December who did not obtain certificates—this caused several of our schools to be without teachers to open them in January.

89. *Alexander Craig, Esquire, Tilbury, West.*—The schools in this township during the past year were all in operation—they were all in an efficient condition, and this year are all open, but one without a teacher is not open at present. The people generally have become very zealous to obtain efficient teachers, and parents are taking a deeper interest in education than they did in former years. The teachers have done all in their power to perform the important duties of their profession, and the pupils have made considerable improvement. Four School Sections have maps, and two new School Sections will soon have them. The trustees have not furnished their school-houses with the requisite apparatus, but they have promised to furnish them as soon as they are able. The Trustees of School Section, No. 1, have erected a substantial (frame) school-house during the last year, in place of the old log one. The Trustees of School Section (now) No. 5 are building a new (frame) school-house on a larger scale than the one they had. In consequence of two School Sections being divided, the Township Councillors have altered all the boundaries of each School Section in this township, in order to make it more convenient for the pupils to attend their respective school-houses. Where the large School Sections have been divided, the non-attendants are diminishing. In one School Section that was divided into two, there was not one non-attendant in either of them. Indifference of parents is always reported by both trustees and teachers as the only cause of non-attendance. I believe that large School Sections are the only primary cause in this township, although a great many other causes (which are well known) could be enumerated, which impede the attendance at school. The County Board Examinations for certificates are duly observed, and the questions are printed. We have a library in School Section, No. 5, open to the public; the books are all covered and numbered, but not yet labelled, but they are properly kept, and the regulations strictly observed. I cannot yet say what influence the library will exert in the neighbourhood. We have had a Sabbath School Library for a number of years past, which has done much good. There is another library which belongs to the Good Templars, but it is only for their private use. I am persuaded the time is at hand when there will not be a School Section without a library in this township, and then you will have to give us some red spots in your library map. Examinations are sometimes well attended, at other times not so well, but when we have pic-nics we have visitors. Prizes have been given in four sections; they were thankfully received, and produced very good results both on pupils and parents. The schools were all opened and closed with prayer, and in some sections, the Bible and Testament were read. The general regulations, in regard to religious instruction, are not followed out—we have four churches, but no resident clergy. The *Journal of Education* is much thought of, but, I am sorry to say, the postmasters pay little attention to it, which I believe is the cause of so many being lost. In one School Section, No. 4 (last year No. 5), the trustees never got a single number of the *Journal* during the whole year.

XXXVII. THE CITIES.

90. *The Reverend James Porter, Toronto.*—I have now the satisfaction to state that, during the year which has recently expired, the prosperity of the schools has continued and increased. The net aggregate attendance has been 362 pupils in advance of that of 1867; the average monthly attendance has exceeded that of last year by 292 pupils, and the average daily attendance has exceeded by 201 pupils. The cost, per pupil, calculated on the basis of monthly registration, was five cents less in 1868 than in 1867; though, calculated on the basis of daily average attendance, it was about two cents more in 1868 than in 1867. This difference, however, will be regarded as not very significant, when it

is remembered that the estimate of the Secretary of the Board, as to the cost of maintaining the schools for the year 1868, which is one element of this calculation, exceeds by \$2095 the estimated cost of the schools in 1867.

I am almost weary of writing and speaking, from year to year, respecting the many neglected idle children whom we meet with on the streets, who are mutually educating each other, and, I fear, are in many instances being educated by their parents and others in uncleanness, profanity, and dishonesty. It is now generally acknowledged that special private benevolent exertions, and special public legislative provision, are required on their behalf. To what extent that provision shall be of a directly or indirectly compulsory character, the wisdom of Parliament will, it is hoped, ere long determine.

On the subject of school accommodation, it is obvious to remark that the primary divisions of our schools require a much more liberal provision of space than they have at present. Eighty cubical feet per pupil is the minimum allowed by the Committee of the Privy Council in England, in schools which are aided by the Government. Many high authorities in the United States insist on the necessity of almost twice that allowance.

It is also a grave question whether our school hours might not, in some cases at least, be advantageously shortened. It would be a great relief to our over-crowded junior divisions, if the younger portion of the pupils, who already are detained in school but two hours in the forenoon, and two in the afternoon, during the summer months, were not permitted to remain for a longer time, the whole year round. It would also be a great benefit to the little children themselves, whose lessons can always be attended to first by the teacher; after which, the inevitable restraint of school would not, in their case, be unnaturally and perhaps injuriously extended, as it is at present. For our very young children, more space is imperatively necessary; more teachers are required; and there should be, especially if they are still to be detained so many hours a day at school, more of song, of manual exercise, of object teaching, and of free, lively, conversational, homely, illustration of every subject taught, than the present pressure of numbers on the time and energy of the junior teachers will allow.

With regard to the time for holding our annual combined examination, I would offer a suggestion. It has been held hitherto about or a little after the middle of July, so as to allow a convenient time between its completion and the ordinary summer examination, which of course precedes the date at which the beginning of our summer holidays has been fixed by the Council of Public Instruction. Would it not be well in future for the combined examination to take place, on or about the middle of June, before the intense heat of July comes upon us, and pupils, teachers, examiners, and all concerned, are longing for relief, if not disabled for exertion? Might not our summer holidays begin on the first Monday in July, instead of the first Monday in August, with very great advantage to all whom they are intended to benefit? The falling off of our school attendance in July argues the expediency of such a change; and almost every speaker at the public meeting, held on the 31st July last, for the distribution of scholarships, prizes, and certificates of honour, also pleaded for it.

The combined examination took place, by order of the Board, on the recommendation of the Committee on School Management, at the Victoria Street School-house, on Monday and Tuesday, the 20th and 21st of July. The examiners were Rev. A. Wickson, LL.D., Headmaster of the Toronto Grammar Schools, and the Rev. William Gregg, M.A. As on former similar occasions, the pupils examined were three individuals from each division of each department, male and female, of the several schools, selected by their respective teachers for their general proficiency, combined with uniformly good conduct, and approved by the Local Superintendent. They were classed for the purpose of examination, according to the divisions to which they belonged in their several schools, at first (or junior), second (or intermediate), and third (or senior). Necessary exceptions to this arrangement are described in the Examiners' Report.

The examination was partly oral, and in part was conducted by means of questions.

As recommended by the Committee on School Management, it was ordered by the Board that a public meeting for the distribution of scholarships, prizes, and certificates of honour, recommended by the examiners, be held in the St. Lawrence Hall, on the evening of Friday, July 31st, the arrangements for which should be similar to those of former

years. The Mayor of the City, was, as usual, invited to preside, and to distribute the honours to the successful candidates. His Worship, however, was unable to attend.

As the County Grammar School is now, under the operations of the New Grammar School Law, the Grammar School of the City of Toronto, the affairs of which are administered by the City Council, through trustees whom the Council appoints. The Mayor, on behalf of the Council, was pleased to accept, as beneficiaries of the city, seven of the senior pupils of the City Common Schools, who were recommended by the examiners to receive the special distinction of Grammar School scholarships, and were nominated accordingly by the Board of Common School Trustees.

In concluding their report, the examiners observed "that they regard the state of the City Schools, so far as evidenced by the examinations, as, on the whole, highly creditable. They have also to state that, in connection with the arrangements for the examinations, they felt greatly indebted to the respected Local Superintendent, the Rev. James Porter, for much valuable assistance."

"The Standing Committee on School Management, to whom was referred the communication from Professor D. Wilson, Chairman, with accompanying report, based upon certain resolutions adopted at a meeting of gentlemen, for the purpose of considering the necessity for establishing an Industrial School for the vagrant juvenile population of this city, made the following report, which was adopted by the Board :—That your Committee have given to the subject matter in question that careful attention which it merited ; and while frankly admitting the great evil brought so prominently under the notice of the Board in Professor Wilson's communication—and while entertaining the greatest respect for the philanthropic interest manifested in this direction by the gentlemen through whose agency the movement has been brought before the public and this Board, your Committee are, nevertheless, of opinion that the scheme proposed by these gentlemen does not appear a feasible one, such as this Board could entertain, inasmuch as it presents too many practical difficulties likely to grow out of the voluntary system as the means for providing food, &c., for these children, as well as other difficulties connected with the fact that a large percentage of the vagrant population of this city belongs to a denomination which has its own separate school organization.

"Any successful scheme for reclaiming these unfortunates of our streets—the offspring of poverty and vice—should, in the judgment of your Committee, comprise two main indispensable considerations, to be brought to bear upon this evil, without regard to denominational distinctions, namely :—First. *The entire separation, through the night as well as the day, of these juvenile vagrants, for a period longer or shorter, according to circumstances, from all association with the corrupt sources by which they are surrounded, and, of course, influenced ; as experience has fully proved that nothing short of complete isolation can, or will, meet the question ;* and secondly, the securing of the object in view by a compulsory attendance.

"In the former connection, lodging, food and clothing, religious and moral training, industrial as well as educational teaching, and constant supervision, must be provided. The cost of all this cannot be reasonably hoped for, as a reliable source, from private subscriptions ; nor is it likely that the citizens, already taxed for Common School purposes, would consent to bear this additional burthen ; and unless the Provincial Government comes forward to largely assist the movement, the reclamation of the juvenile vagrants of our cities and towns must continue to be a question beset with difficulties.

"In the latter connection, neither the city authorities nor the school trustees have power to enact any law providing for a compulsory attendance ; and here, again, the Provincial Government is required to come forward and find the materials for the purpose.

"Your Committee being thus of opinion that the whole subject of reclaiming and educating the juvenile vagrant population of our cities and towns ought to be first considered, as well as provision made for the same, by the Local Government and Legislature, before any useful action can be taken by either Municipalities or Boards of School Trustees, cannot, therefore, recommend the scheme communicated by Professor Wilson to the favourable notice of the Board for present action."

Throughout the year 1868, as in several former years, the Rev. Messrs. Boddy and Baldwin have supplied regular weekly instruction to the children of parents of their own communion, the former at the Park School, and the latter at the Victoria Street School.

May their kind exertions be duly appreciated by those whom they are designed to benefit.

During the usual season, the senior boys in Louisa Street School were drilled for one hour per week by the Headmaster, Mr. Browne, who holds a certificate obtained at the Provincial Military School. Until the end of September, the senior boys of George Street School, also, were drilled by Mr. Jeffers, then headmaster, who also held a Military School certificate.

In concluding this report, I beg to express my conviction that during the ten years which were completed by the year 1868, much of earnest and not unenlightened effort has been put forth on behalf of our City Schools, and that not without very beneficial, if not in all respects satisfactory, results. Several who were pupils ten years ago, are now teachers in these very schools, in possession, too, in some instances, of the highest possible Provincial Certificates. One pupil (Daniel Ryrie), among the first who proceeded from one of these schools on the honourable ground of a Grammar School Scholarship, obtained as the result of one of our combined examinations, was one of the brightest ornaments of the City Grammar School, of Upper Canada College, and of University College; in all of which institutions he is held in respectful and affectionate remembrance. Another, a school-fellow of Ryrie, is now a graduate of the Toronto University, and headmaster of a County Grammar School; and many are prominently engaged in literary, professional, mercantile, mechanical, or other honourable pursuits. Whether they acknowledge it with becoming gratitude and honest pride or not, they owe incalculably more than they can ever pay to the Common Schools of the city of Toronto.

That these schools are capable of improvement, as methods of elementary education are improved, and as circumstances may require, it would be absurd to question. Nor can I refrain from expressing the hope that whoever may have to record their progress and describe their condition, at the close of another ten years, may be able to do so with unqualified commendation.

91. *S. Woods, Esquire, M.A., Kingston.*—I have to report the completion of a fine new school-house in Cataraqui Ward. The property is freehold; the building stone, and the whole cost of site and building about \$3,000. It will easily accommodate 300 pupils. We have often been accused of slowness in Kingston, but certainly in the matter of schools and school property, we can afford to laugh at any detractors. Since 1856, over \$30,000 have been expended in school sites and buildings. If any other place in Ontario can show a similar record, I have yet to learn it. I have again to report very few changes in teachers. The authorities here are averse to frequent changes, and we can name teachers who have been in the constant employment of the Board for over ten years. In fact, owing to the fact of our supporting home-manufactured teachers, and selecting only the best of an almost unbounded supply, we are assured of having teachers who realize the responsibilities of their situation, and apply themselves vigorously to the work. An experiment was tried here last year of putting a class of boys, varying from eleven to fourteen years of age, under a female teacher. It was done only on very strong recommendations from myself, and I am happy to state that even the trustees who opposed the measure expressed themselves most highly pleased after an experience of only six months. We have again extended ourselves in the same direction this year, and no opposition was given by any member of the Board. My own experience is that young women are far more apt at catching the salient points in a boy's character, and can induce him to apply himself with more diligence than can possibly be exerted by a man in similar cases. Besides, a feeling of chivalrous honour is implanted, let us hope, in the bosom of every boy, *although in some cases it is hard to get at it*, which will always make him scorn to treat with levity or contempt his teacher, and that teacher a woman. It will be seen, from a glance at our report, that the numbers continue large in book-keeping. I have the same remark to make as last year, that the majority of the 149 are girls. No arguments are required to show the real utility of such a state of things. The wonder is that it has been so long neglected. Let us hope that the example set by Kingston will find many imitators. I have to call attention to our attendance. It has been steadily increasing, and I attribute it solely to the practice of making parents account for their children's absence by written notes. Something must also be allowed for the zeal and tact of our teachers who have adopted my suggestions, and occasionally represent to the pupils the evils of irregularity. This

will appear to be the case when such exertions are made to bring pupils out. We have on our roll 2,340 pupils, and of this number, 1,028 have attended over 150 days during the year 1868; our average attendance is also considerably over 50 per cent. of the whole number enrolled. We have adopted the whole of the new series of National Text Books. I consider them a vast improvement upon any preceding works of a similar character. Our County Board continues to exercise its functions with the same strictness as in former years. Of course, I do not by any means assert that we are the paragon Board of the Province, but of one thing I am certain, we have put cheap teachers about 20 per cent. below par. I mentioned in my last report that *viva voce* examinations were too much neglected, and acting upon my suggestions, we have examined the Euclid and History in this way. We print the questions, however, and each candidate has thus the same questions to answer, *the only fair way of testing the relative abilities of competitors*. We have found it to work admirably. More I need not say. Our County Boards are now moribund. They have done a vast amount of good, and for this they deserve all praise. Let us, then, vary the old Latin adage, and say of them: *De morituris* NIL. I have nothing to add to my remarks in former years about prize and merit cards. I believe them to be a great advantage, and can only express the hope that future years will witness a large increase of money expended in this way; for, in my humble judgment, it is the best investment for school purposes that can be made. With regard to the non-attendance of pupils, the Board reports 250. This, I think, is a pretty accurate estimate. The cause of non-attendance is, I am more and more convinced, the extreme poverty of the parents. I have made it my business to visit some of the poorest parts of the city, and to enquire of parents why they do not send their children to school. The invariable answer is, they have no clothes fit. My next question was, after sounding them pretty thoroughly, would you send them if you had the clothes for them? In several instances I have seen the gleam of hope light up the dim smoke-begrimed face, and an answer come too quick to have time to be a sham. "God knows I would." Now, sir, could any argument be stronger in favour of my suggestion of last year, viz.: the *armen schulen* of Holland. Give these poor people a place to send their children, and let them come in rags and tatters, it may be, until a week's or month's steady attendance would supply at least a cheap covering for nakedness. Compulsion will never do. You cannot eradicate a sense of shame from such representatives of the class ennobled by Burns—

"Is there for honest poverty
Wha hangs his head and a' that."

Nor, again, can you, even after you have driven these poor children to school, make them feel that they are not looked upon with disgust by their more pretending neighbours. Why, then, injure the small grain of humanity left? Why subject them to such treatment, when an easier, though perhaps a costlier, method is at hand? I have now said all I think necessary, and will conclude by hoping that a new era of intellectual advancement is coming in with the new law soon to be enacted.

92. *William Cousens, Esquire, Ottawa*.—You will see by our statement, that the number of pupils entered on the rolls, during the year just past, is much larger than at any former period, and while the average attendance is also larger, the proportion the attendance bears to the number of names entered on the roll, is not as good as we would desire to see it. The average attendance at the Central School was better than that of any of the other schools. The Central School for the western portion of the city is not yet finished. Prizes were distributed at the Midsummer examinations, the Board having granted a sum of money for the purchase of the same. The Board, having declined granting money for prizes at the Christmas examinations, much disappointment among the pupils was thus caused. I would rather see the money given for prizes applied towards the commencement of a library, and hope eventually to see one established in each of our Central Schools.

XXXVIII. THE TOWNS.

93. *A. J. Traver, Esquire, Berlin*.—Since my appointment, I have visited frequently all the departments under my care. I was anxious at the outset to find the exact status of the various classes, and my visits, together with the creditable semi-annual examinations which I attended, served to convince me that a large amount of work was actually being

performed, and that the system of getting up the children for a mere show was not carried on in the school. Some years ago the Board of Trustees purchased a spacious school site, and erected thereon a very fine building, at a cost altogether of \$10,000. Trees were planted, and the grounds nicely laid out. During the past year, a new division was formed by the sub-division of the old rooms, and another teacher secured. The number in attendance has been steadily on the increase. You will notice by the report that the number of pupils is very large (631), compared with the whole number of children in the town (674), or compared with the whole number of inhabitants (3,033). You will remember, too, that one private school is carried on. There is also a well-attended Roman Catholic Separate School. It would thus seem that all the children of the age mentioned attend some school, whilst there are no indigent children. Three of the teachers hold certificates from the Provincial Normal School, and are well qualified for their work. Mr. Pearce, who has held the position of Principal for several years, has the oversight and overcharge of all the departments, and discharges his duty with great diligence and fidelity. I would call your attention to a remarkable feature in connection with some of the higher branches of study, five of those in Euclid, and two-thirds of those in Algebra are girls. I mention this, a stubborn fact, for the consideration of the opponents of higher female education. So far as I can learn, nothing like religious instruction has been attempted by ministers of the Gospel. I am glad to add, however, that the Scriptures are read, and forms of prayer used at the daily opening of each division. I have nothing good to report of our library of 400 volumes. The books that were interesting enough to attract readers, seem to have been over-read, judging from the wretched condition in which I found them. Some time ago a committee was appointed to examine these books, and report accordingly, but in their opinion they were not worth repairing, and nothing has been done. With reference to prizes, I can say that none were given during the year. They have been distributed to the deserving in the past, as I learn, with the best results, and I hope soon to see the system renewed. The Board of Examiners has adopted the revised programme, and the questions are printed.

94. *The Reverend George Bell, Clifton.*—The regulations are not followed by any denomination, as regards religious instruction in the school-house. A large part (nearly the whole) of the pupils attend the Sunday schools. The revised programme is observed, and the greater part of the questions are printed. The library belongs to the municipality. The books are in rather poor condition, being much worn. The number mentioned, as in Sunday schools, 240, includes all who may be counted as belonging to the Sunday schools for the year; about 20 more were transient attendants. During the year, the junior department of the school became so crowded that it was necessary to establish a primary department. A room was provided, and a young female teacher was appointed. The results have been highly satisfactory. I am happy to be able to say that the school is now well organized, well taught, and in a satisfactory state of order and efficiency.

95. *The Reverend James Herald, Dundas.*—We have no school library. Prizes are given, and I believe with very good effect. They awaken an emulation that draws out the diligence and energies of the pupils, and are thus very beneficial.

96. *Charles H. Lusk, Esquire, M.D., Oakville.*—We feel very much the want of power to deal more effectually with both parents and children, who are regardless of school interests. Too many are more particular to have the "little bothers out of the way" than to have them at school. The result is, numbers throng the streets, learning and practising evil and pernicious habits, whose time should and could be spent undergoing the necessary discipline to prepare them for subsequent usefulness. Could a distinct and well marked map, presenting the mere outline and relative positions of the more important natural divisions be prepared for the use of the more elementary classes, the subject of geography would be more appreciated and better understood. Our school is lamentably deficient in this branch of study. All the atlases that have yet appeared are mere "eye-sores" to a large majority of our scholars. It is vastly important that some means should be adopted whereby the subject may be simplified. We have within our reach an abundance of superior maps, but too much is attempted. Our atlases abound with information, yet the reading of text will never instruct the boy in geography. There is a growing feeling that the union of grammar and common schools is not the best system. The pupils of the Common School are removed to the grammar, not only against the wish of the parents—

parents keenly interested—but obviously against their own interests. Too many are found in our grammar department pursuing classical studies and the higher English, who were never grounded in the rudiments of English. I am aware of a provision for the separation, but for reasons not yet well discussed our Board chooses the connection.

97. *The Reverend T. Henderson, Paris.*—A School Library is established, and conducted according to law, the principal of the school acting as librarian. Rewards are offered semi-annually, in the shape of certificates of promotion to a higher division in the School. Delinquents are punished either by being obliged to remain after school hours, or write impositions. Corporal punishment is resorted to only in extreme cases. Should any of the senior pupils be guilty of misdemeanour, temporary suspension would be inflicted as a punishment, and on a repetition of the offence, expulsion.

98. *The Reverend E. Patterson, Stratford.*—The attendance of pupils for the year was larger than that of any previous year, though there are many children in the town who attend no school whatever. The trustees estimate the number at 40, but I think their estimate is too low. The compulsory system appears to be the only remedy for such dereliction of duty on the part of parents and guardians; and certainly that system is presented in its mildest possible form in the Amended School Act, which was laid before Parliament at its last session. Increased school accommodation is urgently required in this municipality, and I have every reason to believe that the Board of Trustees will soon adopt measures to supply the deficiency. The union of the grammar and common schools here is, on the whole, working satisfactorily. The regulations in regard to religious instruction are not strictly observed, though all the schools are either opened or closed with the reading of a portion of Scripture, or with prayer. No prizes were distributed to the pupils during the year. Printed questions are used by the County Board in the examination of candidates for certificates of qualification as teachers.

99. *The Reverend D. McDermid, Woodstock.*—Intemperance, and poverty, and carelessness of parents are some of the causes of non-attendance. The schools are opened and closed with devotional exercises. Scriptures read in the morning. The clergymen of the various Protestant sects do not, with one exception, visit our schools, or communicate any religious instruction. The programme for County Board Examinations is observed, and the questions are printed. The library books are covered, labelled, and numbered, and the regulations are generally observed. The distribution of prizes was not satisfactory in past years. This year there were none distributed. From the injurious results observed in many cases, the Superintendent does not regard with favor the system of prizes.

XXXIX. THE VILLAGES.

100. *A. Dingwall Fordyce, Esquire, Fergus.*—The Fergus schools continue under the same able management as hitherto, and affording to all concerned, I believe, all the satisfaction they could desire. The only drawback that may be noticed is, that the very large attendance, much larger, as you will perceive, than last year, in all the schools, but especially in the primary department, makes the charge a very heavy one, and will probably render necessary the employment of an assistant teacher there. But it must be said, notwithstanding this, that it is a matter of surprise the teachers have been able to conduct the school so efficiently, and in my opinion, on the whole, successfully. The library continues to afford undiminished interest, and I think to be really productive of good; although, good as the character of the books is, there is in my opinion a disproportionate estimation of the better kind of *light* reading. Popular histories, adopted to the young, are not, however, by any means neglected.

101. *M. H. Starr, Esquire, M.D., Georgetown.*—We have one graded school made up of three departments. The number of pupils taught in the school between the ages of five and sixteen, 360. Between sixteen and twenty-one, 9, and the whole number in the section, between five and sixteen, about 480. The village has been incorporated four years, since which the school has been taught by qualified teachers. The usual English branches—reading, writing, spelling, history, grammar, geography, and mathematics—are taught. The text books used are those recommended by the Council of Public Instruction. I have made four regular school visits during the year. There are only four others on the visitors book, although many others were made. One lecture was delivered. One school-

house in section about 36 x 60 feet, frame building, furniture, maps, blackboards, cards, &c. None rented or built during the year. There are two private schools in the village, probably about twenty pupils attending them. The teachers employed are very efficient, but they are under the disadvantage of having too many pupils under their charge, and insufficient room, and other accommodations. I have frequently found as many as 70 pupils under each teacher, that, of course, being above the charge. I have often represented the case to Boards of Trustees, and it will in all probability be improved during the coming summer. The trustees have at present advertised for tenders for the erection of a new brick school-house, which will afford ample accommodation for all the children in the village, and give room for the employment of one additional teacher. When the new building is finished (which will be in the course of the summer), and the present plans fully developed, the educational interests of the village ought to give entire satisfaction.

102. *James P. Phin, Esquire, Hespeler.*—The school is in a very satisfactory state. Much progress has been made during the year. The teachers are industrious, energetic, and popular. The indifference of parents is the reason why there are 30 reported as not attending school at all during the year. The regulations as to religious instructions are not observed; their observance would lead to the establishment of a Separate School for Roman Catholics which is not desirable.

103. *Ross Robertson, Esquire, Secretary, Union Board School Trustees, Kincardine.*—As to non-attendance of scholars, I think the usual circumstances in villages and country sections, viz., "youthful labour," is the chief cause. General regulations as to religious instruction are followed. No particular result, but general result good. The library occasions a general desire for reading, and no doubt has a good influence. There have never been any prizes distributed in our schools.

104. *James Bowie, Esquire, M.D., Mitchell.*—Our school continues to increase in numbers and improve in proficiency. The number of pupils upon the register for 1868 was 443, which exceeded that of any former year. The average attendance exceeded 200. I believe the irregularity of attendance, in many instances, arises from inclemency of the weather preventing the younger children, who reside at a distance from school, from attending; in others, from the parents requiring the assistance of the children in busy seasons of the year. No prizes were awarded at the examinations of last year, which I regret, as I think them calculated to stimulate the pupils to greater application. After the New Year's holidays, the school re-opened in the new school-house—a handsome frame building, just completed at a cost of over six thousand dollars. The school is now divided into four departments, under four teachers. There is no Common School Library, but there are several attached to Sunday Schools, and a good one to the Mechanic's Institute in the village, which to some extent supplies the want. The inconvenience felt by the want of room in the old school-house has been obviated, for some years at least, by the erection of the new school-house. It is well situated upon a three and a-half acre lot, and will afford ample room for play-ground, &c., for the children. Altogether our school continues in a prosperous condition, and appears to give general satisfaction.

105. *The Reverend John McMillan, Mount Forest.*—Matters remain very much as they were last year. I then reported very fully, and consider it now unnecessary to give a repetition.* The programme prescribed by the Council of Public Instruction is used, with written answers, in the examination of teachers, and that with good effect. The causes of non-attendance on the part of pupils are carelessness of parents and guardians, inefficiency on the part of teachers, negligence on the part of school officers, poverty and wretchedness. The regulations in relation to religious instruction are left to the will of the teachers, who observe or neglect them as they may see fit. There is no school library. A large number of prizes were secured for the schools last year. Their distribution among the pupils was based on merit marks, and seemed to have good effect, but perhaps not so good as if the prizes had been fewer in number.

106. *William Cousens, Esquire, New Edinburgh.*—This school continues in a prosperous condition, the attendance being good during the past year. The examinations are well attended by the rate-payers, thereby shewing the warm interest they take in the welfare of the school. A lecture was delivered by me at the close of the summer and winter examinations. The library regulations are duly observed.

107. *The Reverend R. Lyle Tucker, Orangeville.*—The Grammar School department, under the very efficient management of a most painstaking and thorough teacher, occupies a new building lately rented by the United Board of Trustees, and bids fair to become quite popular and successful, especially in view of the contemplated improvements in the Grammar School System. The senior Common School is in excellent working order, under the instruction of an experienced Normal School teacher. It meets in a brick building of moderate pretensions, owned by the Board. The junior department is very inadequately accommodated in a rented room; and, although the teacher is doing a good work, there is great need of more space for this increasing and interesting school. A central school-house, suited to the rapidly multiplying necessities of young Orangeville, is a desideratum towards which the most intelligent inhabitants are looking with growing interest. As the municipality advances in population and wealth this will, doubtless, be attained. The number of pupils attending our schools is encouragingly in excess of that of any former year. There is but one private school which, however, is well attended.

108. *The Reverend F. W. Dobbs, Fortsmith.*—Our schools are progressing favourably and the attendance is increasing. Since the last report, a large and well appointed room and other departments have been added to the school-house. It is cheerful and well fitted up with the most approved desks, seats and maps, &c., is very creditable to the village, and induces many of the parents to attend our examinations. The present master of the senior school is well qualified for his position, and gives much satisfaction. The trustees have recently adopted the system of classification, leaving the younger children to the female teacher, and it is hoped the plan will work well. The trustees are intelligent men, and have a desire to do all they can to promote the best interests of the community at large, and we look forward with pleasure to a steady advancement.

109. *N. McKinnon, Esquire, Wardsville.*—As far as I have ascertained, all the children of the municipality have attended school for a longer or shorter period during the year. There is nothing done for the religious instruction of the children but what the teacher himself does, which amounts, as far as I have ascertained, to reading a portion of Scripture, and prayers in the morning and evening. The Board of Public Instruction for this circuit are guided by the revised programme. The examination papers are not printed; but at the last meeting the Board talked about the propriety of having the papers printed, and it is likely that, if we have to conduct another examination, we shall get the papers printed. There is no library here at all in connection with the school. For this I am sorry, and I wish that steps could be taken towards establishing a library. Some time ago, I spoke about this matter in public on one or two occasions, but the trustees did not take any steps. No special lectures on education were delivered here during the last year, nor as far as I know, for the last eight years. My own opinion is that an audience could not be easily gathered here for such a thing. But sometimes, on occasions of other public meetings, I myself embrace opportunities for advocating the cause of education before the people.

APPENDIX B.

THE COUNTY SCHOOL CONVENTIONS, HELD BY THE CHIEF SUPERINTENDENT IN
FEBRUARY AND MARCH, 1869, AND CONVENED BY A CIRCULAR TO THE
MUNICIPAL AND SCHOOL AUTHORITIES, ISSUED 30TH
JANUARY, 1869.

Circular from the Chief Superintendent of Education to Municipal Councillors, Local Superintendents, Visitors, Trustees, Teachers, and other supporters of Public Schools in Ontario.

GENTLEMEN,—

I propose, in the course of the next two months, Providence permitting, to make my fifth and last visit to each County or Union of Counties in Upper Canada, in order to hold a County School Convention of all school officers and other friends of education who may

think proper to attend, in order to confer on the subjects of the Common and Grammar School Amendment Bills which have been recommended by a large Committee of the Legislative Assembly, but the further consideration of which has been deferred until the next session of Parliament. I cannot hope to be able to address any County Convention further than may be necessary to explain the objects and provisions of the School Bills referred to.

2. In order to afford the best opportunity possible for attendance by persons at a distance, each Convention will be held in the day-time, with two or three necessary exceptions. The meeting of each Convention will take place (unless otherwise stated) at one in the afternoon; and the proceedings will commence precisely at half-past one, whether few or many be present. In two or three instances, the meetings of the Conventions will take place at other hours of the day, arising from the impossibility (on account of distances or railroad arrangements) of holding them at the usual hour, without giving more time to a county than is practicable, in connection with the accomplishment of the tour during the period of winter roads convenient for travelling by inhabitants of counties.

3. The time and place of each of the proposed County School Conventions are as follows:—

COUNTY.	TOWN.	Day of Week.	Day of Month.	Hour of the Day
Oxford	Woodstock	Monday	Feb. 1.	1 p.m.
Brant	Brantford	Tuesday	Feb. 2.	1 p.m.
Norfolk	Simcoe	Wednesday	Feb. 3.	1 p.m.
Haldimand	Cayuga	Thursday	Feb. 4.	1 p.m.
Welland	Welland	Friday	Feb. 5.	1 p.m.
Lincoln	St. Catharines	Saturday	Feb. 6.	1 p.m.
York	Newmarket	Monday	Feb. 8.	1 p.m.
Simcoe	Barrie	Tuesday	Feb. 9.	1 p.m.
Grey	Owen Sound	Wednesday	Feb. 10.	7 p.m.
Bruce	Walkerton	Thursday	Feb. 11.	1 p.m.
Huron	Goderich	Friday	Feb. 12.	1 p.m.
Perth	Stratford	Saturday	Feb. 13.	1 p.m.
Lambton	Sarnia	Monday	Feb. 15.	1 p.m.
Essex	Sandwich	Tuesday	Feb. 16.	1 p.m.
Kent	Chatham	Wednesday	Feb. 17.	1 p.m.
Middlesex	London	Thursday	Feb. 18.	1 p.m.
Elgin	St. Thomas	Friday	Feb. 19.	1 p.m.
Wentworth	Hamilton	Saturday	Feb. 20.	1 p.m.
Peel	Brampton	Monday	Feb. 22.	1 p.m.
Halton	Milton	Tuesday	Feb. 23.	1 p.m.
Wellington	Guelph	Wednesday	Feb. 24.	1 p.m.
Waterloo	Berlin	Thursday	Feb. 25.	1 p.m.
Ontario	Whitby	Monday	Mar. 1.	1 p.m.
Durham	Port Hope	Tuesday	Mar. 2.	10 a.m.
Victoria	Lindsay	Tuesday	Mar. 2.	7 p.m.
Peterborough	Peterborough	Wednesday	Mar. 3.	1 p.m.
Northumberland	Cobourg	Thursday	Mar. 4.	1 p.m.
Hastings	Belleville	Friday	Mar. 5.	1 p.m.
Prince Edward	Pictou	Saturday	Mar. 6.	1 p.m.
Lennox and Addington	Napanee	Monday	Mar. 8.	1 p.m.
Frontenac	Kingston	Tuesday	Mar. 9.	1 p.m.
Leeds and Grenville	Brockville	Wednesday	Mar. 10.	10 a.m.
Lennox	Perth	Thursday	Mar. 11.	10 a.m.
Renfrew	Renfrew	Friday	Mar. 12.	1 p.m.
Stormont and Dundas	Cornwall	Monday	Mar. 15.	1 p.m.
Glengarry	Alexandria	Tuesday	Mar. 16.	1 p.m.
Prescott and Russell	L'Orignal	Wednesday	Mar. 17.	1 p.m.
Carleton	Ottawa	Thursday	Mar. 18.	1 p.m.

4. I take it for granted that, as on former occasions, in each of the places above-mentioned, the Court House or Town Hall, or some other convenient building, can be procured for holding the County School Convention; and I must rely on the kind co-operation of the Local Superintendent, aided by the Trustees in each county town, to provide the needful accommodation for holding the County School Convention, and for giving due notice of the same.

5. The newspaper press in each county is respectfully requested to give notice of the time, place, and objects of the School Convention for such county.

I have the honour to be,
Gentlemen,

Your most obedient servant,

E. RYERSON,

Chief Superintendent of Education.

EDUCATION OFFICE,
Toronto, 30th January 1869.

Minutes of proceedings at each Convention, as reported by the Secretaries.

COUNTY OF OXFORD.

Woodstock, February 1.—Resolved, with respect to the proposed Common School Act, 1st. That Section No. 5 be amended to read as follows:—Each County and City Council shall, at their first meeting in each year, appoint, from among those holding the necessary certificates of qualification, one person to be Superintendent of Common Schools in such city or county, and in counties where there are or shall be more than one hundred Common Schools, the County Council may appoint two persons holding such certificates to be Superintendents, and prescribe the territorial limits of each.

2nd. That all after the word “provided,” in Section No. 8, be struck out, and the following be substituted:—“Such neglect shall be reported to the Minister of Public Instruction.”

3rd. That Section No. 10 be struck out.

4th. That the following be added to Section No. 15:—“That the Trustees in cities, towns and villages, may (notwithstanding anything in this Act) impose a monthly fee not to exceed 25 cents, to cover the expenses of stationery, books and contingencies.”

Moved by Mr. Douglass, seconded by Mr. W. J. McCausland, and

Resolved—That having had a lengthy discussion with the Chief Superintendent of Education, upon the amended Grammar School Bill, this Convention expresses its general concurrence in said bill, provided the words “and towns” be added to the second line of clause 8, and recommend its adoption, as thus amended, by the Legislature of Ontario at its next session.

COUNTY OF BRANT.

Brantford, February 2.—Moved by Rev. Wm. Stewart, B.A., and seconded by the Rev. J. Gemley, and resolved that so much of the proposed amendments to the Common School Act as refers to the qualification, appointment, and remuneration of County Superintendents be approved of by this Convention, allowing towns like counties, however, the privilege of nominating their own Superintendent.—Carried.

In amendment—It was moved by Mr. A. McEwen, and seconded by Mr. George Bryce, that it is not desirable that any change should be made from the present mode of appointing Local Superintendents, unless restrictions be put on their qualification for the office.—Lost.

The first part of Section No. 10 was then read and submitted, when it was moved by Mr. James Bellhouse, and seconded by Mr. A. McEwen, that clause No. 10 of the contemplated School Act be not recommended.—Carried.

In amendment—It was moved by the Rev. W. Stewart, and seconded by Mr. W. H. C. Kerr, that so much of Section 10 as refers to minimum salaries of teachers be approved of by this Convention.—Lost.

Section No. 12 was then submitted for approval, when it was moved by Mr. Turnbull, and seconded by Mr. Hunter, that Section 12 be not adopted.—Lost.

Sections No. 13 to 25 inclusive, were then read and carried.

COUNTY OF NORFOLK.

Simcoe, February 3.—It was moved that the appointment of County Superintendents by the Provincial Government, upon the nomination of the County Council, as set forth in the first seven clauses of the amended School Act, would tend to the advancement of our educational interests, and to the rendering still more efficient our school system. It was moved in amendment that the appointment of County Superintendents by the Government upon the nomination of the County Council, is objectionable, inasmuch as such officer is not sufficiently responsible to the people, whose interest he is intended to serve. Moved, in amendment to the amendment, that it should be left permissive with the County Councils to appoint County or Township Superintendents of Common Schools, in accordance with the proposed qualifications in the new bill. The last amendment, having been put to the meeting, was lost. The first amendment was then put, and carried by a vote of two to one—yeas, 51; nays, 22. The friends of the original motion requested that a vote should be taken on their motion, and after some little discussion as to the propriety of voting on a motion after an amendment to it had carried, a division was called for, when it was lost by a vote of 25 to 45. The next topic presented was the authority of the County Superintendent relative to adequate and suitable school accommodation, as contained in the 8th clause of the Act. This was disapproved of by a vote of 21 against 11. The 9th clause, relating to the proposed Board of Examiners, was approved of by a unanimous vote. The clause relating to the minimum salary of male teachers being \$300, and of female teachers being \$200, was approved of by a large majority, only five voting against it. The other clauses of the Act were read over, all of which, especially those relating to the schools being made free throughout the Province, and the compelling of children to attend, received the hearty approval of those who remained.

COUNTY OF HALDIMAND.

Cayuga, February 4.—It was moved by Rev. Mr. Wilson, seconded by Mr. Thomas Messenger, that the present law, namely, that the superintendence of the schools in any county be committed either to one County Superintendent or to Townships Superintendents, according to the pleasure of the people.

It was moved in amendment by Mr. Stewart Mulvey, seconded by the Rev. W. Kennedy, that the appointment of County Superintendents, contemplated by the Common School Bill, would be a vast improvement in the Common School system, provided that said offices could be made available to practical educationists, as provided by the bill.

The Chairman declared the amendment carried.

It was moved by Mr. Robert Shirra, seconded by Mr. Alexander Taylor, that a clause be introduced into the proposed Common School Amendment Act, leaving to towns and villages the option of appointing Superintendents, fixing their salaries, &c.; and that such towns and villages, appointing their own Superintendents, be exempt from county taxation for the payment of County Superintendent's salaries.—Carried.

The clause of Section 10, regulating the minimum salaries of teachers, was affirmed. The 11th and 12th Sections were also affirmed. On the section being read regarding free schools,

It was moved by Mr. Thomas Messenger, seconded by Mr. David Almas, that it was the opinion of this meeting that the law respecting Free Schools should be left as at present, permissive.

This motion, on being put, was declared lost.

The remaining clauses of the contemplated bill were declared carried and affirmed, and an additional one, lengthening the summer vacation of the schools from the 15th of July to the 15th of August, in each year, was carried.

The bill relating to Grammar and High Schools was then taken into consideration, and its leading features explained by the Doctor.

It was moved by Mr. Thomas Messenger, seconded by Mr. R. Shirra, that the sum required to be raised from local sources for the support of High Schools, be one-half of the sum apportioned from the High School Fund, as in the present Grammar School Law.—Lost by a majority of one, the vote being 9 to 8.

COUNTY OF WELLAND.

Welland, February 5.—The Chairman then read the first sections of the new bill, which were to the effect that the office of Local Superintendents in townships, cities, towns, and villages should be abolished; and that there should be but one Superintendent, to be called the County Superintendent, in each county, union of counties, or city, except in cases where there are more than one hundred Common Schools, in which case it shall be lawful to appoint a second Superintendent.

It was then moved by Rev. Mr. McLeod, seconded by Rev. Mr. Baxter, that this Convention do heartily approve of these clauses.

The resolution, on being put to the meeting, was declared carried.

Sheriff Hobson moved, seconded by Mr. A. Reid, that the 4th section of the bill, relating to the qualification for County and City Superintendents, be approved of by this Convention.—Carried.

The principal discussion took place in reference to the 5th section, which reads as follows :—

“Each County and City Council shall nominate, from those holding the necessary certificate of qualification, one person to be Superintendent of Common Schools in such city or county, and in counties where there are or shall be more than one hundred Common Schools, the County Council may nominate two persons holding such certificates to be Superintendents, and prescribe the territorial limits of each, and the Lieutenant-Governor in Council shall appoint the person or persons so nominated, to hold office during pleasure.”

It was moved by Mr. Hellems, seconded by Mr. John Dunigan, that in the opinion of this Convention, the appointment of County Superintendents should rest entirely with the County Council.—Lost.

Mr. Reid moved, seconded by Mr. I. P. Willson, in amendment to the original motion, that the Convention approve of the 5th section as it stood in the bill.—Carried.

Rev. Mr. Briggs moved, seconded by Rev. Mr. Cooper, in amendment to the amendment, that the County Council should have the right to nominate three persons having the requisite qualifications, and that the Government have it at their discretion to appoint any one of the three.

On being put to vote, Mr. Reid's amendment, in favour of the section as it stands, was carried.

The other sections were approved of up to the 10th, which reads as follows :—

“The minimum salary of any legal qualified male teacher shall be at the rate of \$300 per annum, and the minimum salary of any legally qualified female teacher shall be at the rate of \$200 per annum; and no legally qualified teacher, after having been employed six months in a Common School, shall be dismissed without the concurrence of the County Superintendent expressed in writing.”

Rev. Mr. Briggs moved, seconded by Rev. Mr. Baxter, that the first part of the above section, relating to the salaries of teachers, be approved of.

The motion finally carried, and the first part of the tenth section was approved of. The second part of the section, relating to the dismissal of teachers, was disapproved of by the Convention.

The remaining sections of the bill, and the Grammar School Bill, were read over, and approved of without much discussion.

COUNTY OF LINCOLN.

St. Catharines, February 6.—Common School Act carried as it stands, except 10th and 15th sections.

5th Section. Moved in amendment by Mr. O. J. Phelps, seconded by Mr. William Eccles, that each County Council, and each City Council, shall, at their first meeting in each year, appoint from among those having the necessary certificates of qualification, one person to be Superintendent of Common Schools in each county or city; and that in counties where there are more than one hundred Common Schools, the County Council

may appoint two persons holding such certificates to be Superintendents, and prescribe the territorial limits of each.—Lost.

10th Section. Moved in amendment by Dr. Comfort, seconded by Mr. Robert Lawrie, that the last clause of the section, relating to the dismissal of teachers, be expunged, and that the first clause of the section be adopted.—Carried.

15th Section, relating to Free Schools, lost.

COUNTY OF YORK.

Newmarket, February 8.—J. P. Wells, Esq., M.P., Chairman, submitted the new Common School Act clause by clause to the meeting.—Bill carried as it stands.

Moved by Dr. Bentley, seconded by Mr. Watson, that the words, "and villages," be struck out of the 1st clause of the New Grammar School Bill.—Carried.

COUNTY OF SIMCOE.

Barrie, February 9.—Mr. Wilson, of Bradford, moved, seconded by Mr. Alport, of Muskoka, that in the opinion of this meeting, clause 1 of the Act, to amend the Common School Act of Ontario, be struck out.—Carried.

The Chairman then stated that it would be unnecessary to take up such of the other clauses as were dependent upon the first, as a majority of the meeting had declared against the appointment of County Superintendents being made compulsory.

A motion adverse to the 4th clause was also carried, on motion of Mr. Wilson, seconded by Mr. Spencer.

Moved by Mr. King, seconded by Mr. Morrow, that the 1st clause of section 10, which refers to the minimum salary of any qualified teacher, be adopted.—Carried.

Moved by Mr. McConkey, seconded by Mr. Morrow, that the free school system be adopted.—Carried.

Moved by Mr. Bird, seconded by Mr. King, that section 16, in reference to compulsory education, be adopted.—Carried.

Moved by Rev. G. R. Northgraves, seconded by Mr. Parker, that section 11 be struck out.—Lost.

(This section refers to the establishment of Township Boards).

COUNTY OF GREY.

Owen Sound, Feb. 10.—Sections 1 and 11 carried. Section 4. Moved in amendment by Rev. T. Stevenson, seconded by Rev. R. Dewar, that in the opinion of this meeting, the qualification for local superintendent should be clearly defined by statute, and not left to the *dictum* of an irresponsible body like the Council of Public Instruction, and that the appointment of local superintendents should be in the hands of the County Council, subject to the approval of the Lieutenant-Governor in Council, on the party appointed producing satisfactory proof of being possessed of the necessary qualifications, and that this meeting regards the proposal to constitute the Council of Public Instruction an examining body, on whose certificate alone an applicant's fitness shall be determined, with disfavor.—Lost.

Section 4 carried.

Section 5 carried.

Section 6 carried.

Section 7. Moved in amendment by Mr. Greer, seconded by Mr. H. J. Strang, that the minimum be fixed at \$800, and that the maximum be done away with.—Lost.

Section 7 carried.

Section 8. Moved in amendment by Mr. Thos. Gordon, seconded by Rev. J. Hunt, that in any case the trustees of the section interested shall have the right of appeal to the Minister of Public Instruction.—Carried. Section 8, so amended, carried.

Section 9. Moved in amendment by Mr. T. Gordon, seconded by Mr. H. J. Strang, that in counties where there are two superintendents, there should be two Boards of Examiners.—Carried. Section 9, so amended, carried.

Sections 10, 11, 12 carried.

Sections 16 and 17 carried.

Moved by Rev. J. Hunt, seconded by Mr. McKay, that the thanks of this meeting are due to, and are hereby presented to the Rev. Chief Superintendent for his clear and satisfactory exposition of the proposed Common School Amended Act.—Carried.

COUNTY OF BRUCE.

The Chief Superintendent submitted the following propositions to the Convention:—*Walkerton, Feb. 11.*—Do you approve (1) of County Superintendents in place of Township superintendents ?

2. Of the qualifications of County Superintendents being prescribed as proposed ?
3. Of the proposed mode of appointing County Superintendents, and of providing for their salaries ?
4. Of the proposed method of deciding upon the adequacy of school accommodation ?
5. Of the proposed County Boards of Examiners ?
6. Of fixing the minimum salary of legally qualified teachers as proposed ?
7. Of the proposed means of establishing Township Boards of School Trustees ?
8. Of the proposed means of preventing sudden changes in the limits of school sections, unless desired by a majority of the rate-payers in said sections, and of giving to individual rate-payers the right of appeal when transferred from one section to another against their will ?
9. Of having all the schools made free by law ?
10. Of the proposed means of securing the Common School education of all children as provided by law ?
11. Of giving school trustees the same right to erect teachers' residences as to provide adequate school accommodation ?

No. 1 was opposed by a resolution of Rev. W. Fraser, of Kincardine, and spoken to at length by several gentlemen, who, however, did not confine their remarks to the precise subject under consideration.

On a vote being taken, the affirmative was carried by a large majority.

Nos. 2, 3, and 4 carried unanimously.

The Convention supporting the suggestion that the Government should pay one-half of the *actual* salary of the superintendents instead of half the *minimum* only.

Rev. Mr. Moffatt moved in amendment that there be 5 members to form a County Board ; the affirmative, however, was carried.

The whole of the remaining questions were carried unanimously.

COUNTY OF HURON.

Goderich, Feb. 12.—Moved by Rev. Mr. McDonald, seconded by Mr. Bishop, that the appointment of superintendents be left with the County Council.

Moved in amendment by Rev. W. H. Poole, seconded by Mr. H. D. Cameron, that this meeting approve of the appointment of a County instead of Township Superintendents. The amendment was carried.

Clauses 2, 4, 5, 6, carried.

Moved by Mr. Wm. Kay, seconded by Mr. C. Crabb, that the Government provide one-half the salary of the County Superintendent.—Carried.

Clauses 8 and 9 carried.

Moved by Mr. Crabb, seconded by Mr. Bonis, that it is inexpedient to adopt clause 10 (free schools). Lost on a division.

Clauses 11, 12, 13, 14, 15, 16, 17 (compulsory), and 18 were carried.

It was agreed that the midsummer holidays would be best between the 15th of July and the 15th of August.

The Grammar School Bill carried as it stands.

COUNTY OF PERTH.

Stratford, Feb. 13.—Clauses 1, 2, and 3 of the Common School Bill were unanimously agreed to. To clause 4—relative to the qualifications of City and County Superintendents—Mr. Smith moved, seconded by Mr. Macpherson, to add the words,—“ Provided that pre-

vicious attendance or non-attendance at any particular institution shall not be considered in determining the fitness of any candidate for a certificate."

Mr. C. J. McGregor, as the exponent of the views of the teachers who had met that morning in the school-house, proposed, seconded by Mr. Tytler, of St. Mary's, to strike out the fourth clause, and substitute the following:—"Every County and City Superintendent shall at least possess the qualifications of a first-class Common School teacher, or a head master of a Grammar School, and shall have had——year's experience as a teacher in the Province of Ontario."

In the debate which ensued on this subject, exception was taken to the Council of Public Instruction—that many of the members composing it were not men acquainted with the practical work of teaching.

Mr. McGregor's amendment was lost, and that of Mr. Smith adopted, and the clause as amended was adopted.

Clauses 5 and 6 were adopted.

To the 7th section, Mr. Smith moved, seconded by Mr. Buckingham, certain words declaring that the county council shall fix the salary of the County Superintendent. The clause, as printed in the Bill, reads as follows:—"7. The salary of a county or city superintendent shall not be less than at the rate of six hundred dollars per annum, and not more than at the rate of twelve hundred dollars per annum, and shall be paid quarterly, of which the sum of three hundred dollars shall be defrayed and borne out of the consolidated revenues of the Province, and the balance shall be provided by the City or County Councils." Dr. Ryerson maintained that under this clause the County Council would fix the salary; but on the other hand it was contended that it was not clear whether the salary was to be fixed by the County Council, which nominated, or the Governor-in-Council, who appointed.

The amendment was lost by 19 to 22, and the clause was adopted.

Clause 8 was then read as follows:—"8. The County Superintendent shall have authority to decide upon the adequacy and suitability of school accommodations; and should any School Corporation not provide satisfactory accommodations within twelve months after they have been notified by the City or County Superintendent, of the inadequacy or unsuitableness of the school accommodation provided, such School Corporation shall not be entitled to share in the Legislative School Grant." Mr. Smith moved to strike out all the words after the word "provided," and substitute the following:—"Such neglect shall be reported to the Minister of Public Instruction." This was to prevent the County Superintendent setting up any standard he pleased, and if it were not adhered to, withholding the school grant. Dr. Ryerson, however, gave an assurance that the adequacy and suitability of school accommodations throughout the Province would be declared by the Council of Public Instruction, and not left to the discretion of the County Superintendents, and on that assurance the amendment was withdrawn.

Clause 9 was adopted.

Mr. Shillinglaw objected to clause 10, fixing the minimum salaries of male teachers at \$300, and of female teachers at \$200; but it was adopted. Mr. Shillinglaw also opposed clause 11—providing for the establishment of Township Boards of Common School Trustees—and with the like result.

On clause 16—the "compulsory education clause"—Mr. Idington, and others called for a division; but it was carried.

Mr. Smith proposed to amend clause 17—which provides for the prosecution of persons having charge of children who neglect to send them to school—by declaring that no such prosecution should take place, except with the consent of the Board of School Trustees; but Dr. Ryerson stated that the bill would be amended by taking prosecutions out of the hands of private individuals, and making Boards of Trustees the prosecutors, and the amendment was thereupon withdrawn.

The remaining clauses of the bill were then adopted without amendment. The Grammar School Bill was next taken up. The first clause was adopted.

To the second clause, providing that Grammar or High School Trustees shall be elected in the same manner as Common School Trustees, Mr. Smith moved to add, seconded by Rev. Mr. Macpherson, "Provided that where the County Council grants aid to any high school in any municipality, the council of the said county, and of the said

municipality respectively, shall each appoint three members of the Board of Public School Trustees in the said Municipality, in addition to the elected members of the said Board, in manner as now provided." Dr. Ryerson opposed the amendment; but it was contended that if the County Councils were called upon to assist in supporting the schools, they should have representatives on the Respective School Boards, and the amendment was carried unanimously.

Clause 3 provides for teaching in high schools the higher branches of an English education, and the Latin and Greek languages to those pupils whose parents or guardians may desire it. Mr. Smith proposed to insert after "Greek," the words, "and where practicable the French." But Dr. Ryerson stated that it was intended to insert a provision for giving instruction in the French, German, and Italian languages, where the Boards of School Trustees desired it; and the proposed amendment was consequently withdrawn.

Clause 5 declares that no high school shall share in the Grammar School Fund, unless a sum at least equal to that apportioned from the fund shall be provided from local sources. Mr. Smith, seconded by Mr. Buckingham, moved to amend the clause by leaving the amount to be provided from local sources as at present—at least *one-half* the sum received from the Grammar School Fund. The amendment was carried.

COUNTY OF KENT.

Chatham, February 17.—1st. Do you approve of County Superintendents in place of Township Superintendents?—Carried.

2nd. Do you approve of a qualification of County Superintendents being prescribed as proposed?—Carried.

3rd. Do you approve of the proposed mode of appointing County Superintendents, and of providing for their salaries?

Moved in amendment to the 3rd question by Dr. Cross, seconded by Mr. Young, that the question just read be not adopted, but that the law remain as it is with regard to the appointment of Local Superintendents, and the payment of the same.—Lost.

The question was then put and carried.

4th. Do you approve of the proposed method of deciding upon the inadequacy of school accommodations?—Carried.

5th. Do you approve of the proposed County Boards of Examination?—Carried.

6th. Do you approve of fixing the minimum salaries of male and female legally qualified teachers as proposed?—Carried.

7th. Do you approve of the proposed means of establishing Township Boards of Trustees?—Carried.

8th. Do you approve of the proposed means of preventing sudden changes in the boundaries of school sections, unless desired by a majority of the rate-payers of such sections, and of giving individual rate-payers the right of appeal when transferred from one section to another against their will?—Carried.

9th. Do you approve of having all the schools made free by law?—Carried.

10th. Do you approve of the proposed means of Common School education—of all children between the ages of seven and twelve years, as proposed by the 16th and 17th clauses of the bill?—Carried.

Moved by Mr. Win. Douglass, seconded by Mr. A. S. Holmes, that the draft of the Grammar School Bill, as read, be adopted.—Carried.

COUNTY OF MIDDLESEX.

London, February 18.—The following recommendations were submitted, and each clause voted upon the same as a resolution, in the following order, and passed without amendment:—

1st. Do you approve of appointing County Superintendents, instead of Local Superintendents?

2nd. Do you approve of the qualifications of County Superintendents being prescribed as proposed?

Mr. W. T. Erith took exception to this clause, and pointed out what he considered discrepancies in the musical and mechanical teaching, in the natural philosophy at present used in the school, under the sanction of the Board of Public Instruction. He moved an amendment that the matter be left to the County Boards.

The Chief Superintendent gave satisfactory explanations in reference to the matter.

3rd. Do you approve of the proposed means of appointing County Superintendents—minimum salary to be \$600; maximum, \$1200—half paid by the Government, and the balance by the county?

4th. Do you approve of the proposed means decided upon to remedy the inadequacy of school accommodation?

In such cases the County Superintendents have to decide, and any school corporation not making sufficient provision, shall be deprived of the Legislative Grant.

5th. Do you approve of the proposed Boards of Examiners?

This board is for licensing teachers, and is to be composed of the County Superintendents or Superintendent, and two other competent persons, whose qualifications shall be prescribed by the Council of Public Instruction.

6th. Do you approve of the minimum salary of male and female teachers equally qualified, as proposed?

The act fixes the minimum salary of the former at \$300, and of the latter at \$200.

7th. Do you approve of the establishment of Township Boards?

The 11th section of the Act provides that the Municipal Council of any township shall have authority to establish Township Boards by vote expressed at school meetings, and abolish section trustees.

8th. Do you approve of the proposed means of preventing sudden changes in the boundaries of school sections, unless desired by a majority of the rate-payers, and of giving the right of appeal?

The 12th clause of the Act gives any rate-payer the right of appeal to the County Superintendent, who shall decide whether or not the change shall be made.

9th. Do you approve of all Common Schools being Free Schools?

10th. Do you approve of securing the education of all children between the ages of seven and twelve, as provided for by the 16th and 17th clauses of the bill?

The 16th clause of the Act provides for the compulsory education of children between the ages of seven and twelve years, and the 17th clause for the imposition of a fine in case of delinquency, and of imprisonment until paid.

Mr. S. H. Graydon called the attention of the superintendent to the necessity of taking action to exclude young children. The schools were crowded with children, some not more than five years old, and in this respect the junior schools were more like nurseries than schools.

Dr. Ryerson said it would be well to have one uniform time of vacation, and was in favour of fixing it from the 15th of July, to the 15th of August in each year.

This recommendation was adopted by the meeting.

With respect to the Grammar School Bill, it was moved in amendment by Mr. Proudfoot, seconded by Mr. John A. Scoon, "That the Boards of High and Common School Trustees shall be elected and constituted, wherever there is a High School, as the United Boards of Grammar and Common School Trustees are at present; and where there is not a High School, the Boards of Common School Trustees shall be elected and constituted as under the present Common School Act, and each of the Boards of High and Common Schools shall be a corporation, as in the bill."—Carried.

It was then moved by Rev. Mr. Proudfoot, seconded by Rev. John Scott, in amendment to the 9th section of the Act, that whereas it is desirable to render more perfect the educational interests of the Province, especially as grants hitherto made to denominational colleges have been withdrawn, to have at least four collegiate institutes intermediate between the High Schools and University College; that the High Schools in Ottawa, Kingston, Hamilton, and London shall be constituted collegiate institutes, with the consent of the cities in which they are respectively located; that in them a superior classical, mathematical, and commercial education shall be given; that they shall have at least four masters each, and that it shall be lawful for the Lieutenant-Governor in Council to authorize the payment out of the Superior Education Fund of half the amount required for

the support of said collegiate institutes ; further, that pupils from counties around that in which each is situated, shall be admitted on the same terms as pupils residing in said county, the councils of their respective counties being required to contribute *pro rata* towards the sum which may require to be provided from local sources; further, that such collegiate institutes shall be open to both male and female pupils.—Carried.

COUNTY OF ELGIN.

St. Thomas, February 19.—The first proposition was submitted, namely, that this meeting approve of County Superintendents in place of Township Superintendents; when it was moved by His Honour Judge Hughes, seconded by Mr. John McKay, that the first proposition be adopted.—Carried.

The second proposition was then submitted, namely, that the qualification of Local Superintendents be such as in the proposed bill.

Moved in amendment by Rev. G. Cuthbertson, seconded by Mr. John Farley, that the qualification of Local Superintendents be, that they hold a certificate from the Normal School, or be a graduate of a university.—Lost.

When it was moved by Mr. John McKay, seconded by the Rev. Dr. Caulfield, that the second proposition be approved.—Carried.

The third proposition was then submitted, viz. : that Local Superintendents be selected and nominated by County Councils as in proposed bill.

When it was moved by Mr. George Kains, seconded by Mr. H. Caldwell, that the third proposition be approved.—Carried.

The fourth proposition, namely, that the adequacy of school accommodation be approved by Local Superintendents, was submitted.

When Mr. G. T. Claris moved, seconded by Mr. J. Laing, that the fourth proposition be adopted.—Carried.

The ninth clause, that each County Council appoint a County Board of Examiners, as in proposed bill, was then considered.

When it was moved by the Rev. George Cuthbertson, seconded by Mr. George Suffel, that the ninth clause be adopted.—Carried.

The tenth clause, that the minimum salaries of male teachers be \$300, and that of female teachers be \$200, was then considered.

When it was moved by Dr. Gustin, seconded by Mr. Samuel Price, that the tenth clause be adopted.—Carried.

The eleventh clause, that Township Councils may appoint Township Boards of School Trustees at the request of a majority of school sections, was then submitted.

After which it was moved by Mr. John McLean, seconded by the Rev. Mr. Warner, that the eleventh clause be adopted.—Carried.

The twelfth clause, namely, that no by-law of a Township Council to alter the boundaries of a school section, shall take effect before the expiration of one year from the 25th December next, after the passing of such by-law as in proposed bill, was then submitted.

When it was moved by Mr. Samuel Price, seconded by Mr. Stephen Wade, that the twelfth clause be adopted.—Carried.

The twenty-ninth clause, that Common Schools be free, was next considered.

When Mr. Jabel Robinson moved, seconded by Mr. John McKay, that the twenty-ninth clause be adopted.—Carried.

The thirtieth clause, to adopt means to compel the attendance of children at school, was then read.

On motion of Mr. J. Farley, seconded by Rev. G. Cuthbertson, the thirtieth clause was carried.

Dr. Ryerson read the clause in the proposed amended Grammar School Act.

After some discussion, it was moved by His Honor Judge Hughes, seconded by the Rev. Mr. Warner, that the proposed change in the Grammar School Act be adopted.—Carried.

COUNTY OF WENTWORTH.

Hamilton, Feb. 20.—Moved by Mr. H. Hall, of Binbrooke, seconded by Mr. Moss J.

Olmstead, of Saltfleet.—That, in the opinion of this Convention, the office of Local Superintendent of Common Schools in Townships ought not to be abolished.—Carried.

2nd. Do you approve of the qualifications of County Superintendents being prescribed as proposed ?

Moved in amendment by Mr. Macallum, seconded by Mr. Buchan, that

4. The qualifications of County and City Superintendents shall from time to time be prescribed by the Council of Public Instruction, which shall determine the time and manner of examination of candidates, for certificates of qualification, and grant certificates of qualification : and no one not holding such certificate of qualification shall be eligible to be appointed a Superintendent, and all candidates for the office of County Superintendent shall be required to have taught school for at least five years. Lost. The second question was therefore answered in the affirmative.

3rd. Do you approve of the proposed mode of appointing County Superintendents, and of providing for their salaries ? Not discussed.

4th. Do you approve of the proposed method of deciding upon the inadequacy of school accommodation ?

[The clause referred to is :

8. The County Superintendent shall have authority to decide upon the adequacy and suitability of school accommodations ; and should any school corporation not provide satisfactory accommodations within twelve months after they have been notified by the County or City Superintendent, of the inadequacy or unsuitableness of the school accommodation provided, such School Corporation shall not be entitled to share in the Legislative School Grant.

Answered in the affirmative.

5th. Do you approve of the proposed County Boards of Examiners ?

Each County and City Council shall appoint a County or City Board of Examiners, for the examination and licensing of teachers, consisting of the County Superintendent or Superintendents, and two other competent persons, whose qualifications shall, from time to time, be prescribed by the Council of Public Instruction.

In answer to a question by Mr. D. McCulloch, Dr. Ryerson replied that there could be no objection to substituting "City Board of School Trustees" for "City Council."—Assented to.

6th. Do you approve of fixing two minimum salaries of male and female legally qualified teachers, as proposed ? Clause referred to :

"The minimum salary of any legally qualified male teacher shall be at the rate of \$300 per annum, and the minimum salary of any legally qualified female teacher shall be at the rate of \$200 per annum ; and no legally qualified teacher, after having been employed six months in a Common School, shall be dismissed without the concurrence of the County Superintendent expressed in writing."

Dr. Ryerson explained that he had decided to expunge from clause 10 all after "at the rate of \$200 per annum," which was accordingly done. As to the salaries : in the county of Wentworth, for the past few years, the average salaries of male teachers was \$360, and of females \$211, thus being above the proposed minimum.—Carried.

After some further discussion the question was assented to.

7th. Do you approve of the proposed means of establishing Township Boards of Trustees ?

Clause referred to :

[11. The Municipal Council of any Township shall have authority to establish a Township Board of Common School Trustees, as now provided by law, at the request of the majority of the school sections of such township, expressed at the annual school meeting or a special school meeting of such section.]

Nays, 1 ; yeas, 9 ; the city representatives not voting.

8th. Do you approve of the proposed means of preventing sudden changes in the boundaries of school sections, &c. ?

Clause referred to :

[12. No By-law or resolution of a Township Council to alter the boundaries of a school section, shall take effect before the expiration of one year from the 25th of December next, after the passing of such by-law or resolution, unless at the request of the

majority of the ratepayers of such section ; and in the event of a change in the limits of a school section, any rate payer in the section affected shall have the right to appeal to the County Superintendent, whose duty it shall be to decide whether or not such change shall be made.]

Moved by Mr. Hall, and seconded by Mr. Calder, that all after the words "rate-payers of such," be expunged, and the following inserted : "sections as are to be affected thereby."—Carried.

9th. Do you approve of having all the schools made free by law ?

[Clause referred to :

15. All the Common Schools shall be free schools ; and the Trustees of school sections or Township Councils, and the Municipal Councils of cities, towns, and villages shall, in the manner now provided by law, levy and collect a rate upon all taxable property of the school division or municipality, to defray the expenses of said schools, as determined by the trustees thereof.]—Carried.

COUNTY OF PEEL.

Brampton, Feb. 22.—Common School Act carried as it stands. Grammar School Act carried as it stands.

COUNTY OF HALTON.

Milton, Feb. 23.—Common School Act carried as it stands, except

Moved in amendment by Mr. R. Matheson, seconded by Judge Miller, that the County Superintendents should hold office "during good behaviour," and not "during the pleasure" of the Government.

Grammar School Act carried as it stands.

COUNTY OF WELLINGTON.

Guelph, February 24.—The first three clauses abolishing Local Superintendents, providing for the appointment of County Superintendents, and for Superintendents in cities and towns, who shall have the same power as County Superintendents, were adopted on motion of Mr. Wm. Whitelaw, seconded by Rev. Mr. Ball.

The fourth clause, relating to the qualification and mode of examination of Superintendents, was adopted on motion of Mr. Ball, seconded by Mr. Geo. Barron, of Elora.

The fifth clause, which provides that each County Council or Board of School Trustees shall nominate Superintendents, who shall afterwards be appointed by the Lieutenant-Governor to hold office during pleasure, gave rise to considerable discussion. Mr. Elliott thought it would give more satisfaction if the word nominate was changed to appoint, thus giving the County Council or Board of School Trustees power to make such appointments. He moved, seconded by Mr. Whitelaw, that the word be so changed.

Mr. Wm. Stevenson moved, seconded by Mr. Barron, that the word remain as it is

After some further discussion the amendment to retain the clause as printed in the Bill was carried.

Sections 6, 7, 8, 9, and 10, were carried without any discussion.

Section 11, relating to the establishment of Township Boards, was objected to by Mr. Stirton and several others from the country, on the ground that under the working of such a Board, some sections might be neglected, and others unduly fostered to the detriment of the rest. A motion to make the change by a two-thirds majority instead of a majority was voted down, though most of those present from the country voted for the motion.

The clauses making all schools free, and providing for compulsory education, were carried, so also were all the remaining clauses.

COUNTY OF WATERLOO.

Berlin, February 25.—Common School Act. Three first clauses lost.

Section 4. Moved by Rev. Mr. Murdoch, seconded by Mr. A. Moyer, That in the event of County Superintendents being appointed, the 4th clause be adopted.—Carried.

Section 5. Moved in amendment by Mr. Young, seconded by Mr. James Phin, That the County Council appoint the Superintendent.—Carried.

Section 7. Moved in amendment by Mr. Allan, seconded by Mr. Carlyle, That the maximum salary be not fixed, but be left to the discretion of the County Council.—Lost.

Clauses 8 and 9 were carried without discussion, and also 10, it being understood that the latter portion respecting the dismissal of teachers be struck out.

Clauses 11 and 12 affirming the principle of Township Boards and the regulation of section boundaries were passed after an explanation.

Clause 15, respecting free schools was also passed, and as conversation became somewhat general, clauses 16 and 17, providing for compulsory education, were also declared passed by the Chairman, but upon this fact being made known, much surprise and indignation were expressed, as amendments would have been moved and carried. After this the remaining clauses were passed without comment, and the additional clause fixing the summer vacation from the 15th of July to the 15th of August, was also approved of.

No discussion took place on the Grammar School Bill, but Dr. Ryerson gave the assurance that the objectionable clause leaving the election of Grammar School Trustees to the people, instead of the County and Town Councils, as at present, would be amended. With this assurance it was felt that no further discussion was necessary. After votes of thanks to the Chairman and Dr. Ryerson, the meeting dispersed.

COUNTY OF ONTARIO.

Whitby, March 1.—Common School Act carried as it stands, except

1st clause. Moved in amendment by Mr. T. Radcliffe, seconded by Mr. J. Burns, That the provisions of the existing school law, in respect to Local Superintendents, remain unchanged, inasmuch as it is at present optional with the people whether they shall have County or Township Superintendents.

Moved in amendment to the amendment by Mr. S. B. Fairbanks, seconded by Mr. Harrison, That the propositions respecting the office, etc., of County Superintendents as contained in the first four clauses of the Draft Bill, submitted by the Chief Superintendent, be approved of by this meeting.—Carried.

3rd clause. Moved in amendment by Mr. G. H. Grierson, seconded by Mr. Farewell, That the County Council shall appoint such Superintendents (and pay their salaries) out of the number of those duly qualified according to law.—Carried.

Grammar School Act carried as it stands.

COUNTY OF DURHAM.

Port Hope, March 2.—1st. Do you prefer County Superintendents to Township Superintendents?

Moved in amendment by Mr. Beamish, seconded by Mr. Baird, That this meeting approves of County Superintendents, and, if desired, of Superintendents for cities and towns.—Carried.

2nd. Do you approve of the qualifications of County Superintendents being prescribed as proposed?—Carried.

3rd. Do you approve of the proposed mode of appointing County Superintendents and of providing for their salaries?—Lost.

Moved in amendment by Mr. E. W. Powers, seconded by Dr. Corbett, That in the opinion of this meeting County Councils should possess the same power of appointing County Superintendents as heretofore.—Carried.

4th. Do you approve of the proposed method of deciding upon the inadequacy of school accommodation?—Carried.

An amendment to strike out clause 8 having been lost—

5th. Do you approve of the proposed County Boards of Examiners?—Carried.

6th. Do you approve of fixing the minimum salaries of legally-qualified male and female teachers, as proposed?—Carried.

7th. Do you approve of the proposed means of establishing Township Boards of Trustees?—Lost.

8th. Do you approve of the proposed means of preventing sudden changes in the boundaries of school sections, unless desired by a majority of the ratepayers in such section, and of giving individual ratepayers the right of appeal, when transferred from one section to another against their will?—Carried.

9th. Do you approve of having all the schools made free by law?—Carried.

10th. Do you approve of the proposed means of securing the Common School education of all children between the ages of seven and twelve years, as proposed by the 16th and 17th clauses of the bill?—Carried.

The remaining clauses of the bill were carried, without a vote, in detail.

Grammar School Act.—Carried as it stands.

COUNTY OF PETERBOROUGH.

Peterboro' March 3.—Common School Act, clause 4. Moved in amendment by Mr. Dixon, seconded by Mr. Dunlop. Any person having taught a Public School for at least three years, either as a first class teacher of a Common School, or as head master of a Grammar School, or any one who, at the passing of this Act, is a County Superintendent of schools, shall be considered to have the necessary certificate of qualification of a County or City Superintendent.—Carried.

Section 9. Moved in amendment, by Mr. Dixon, seconded by Mr. Stratton, that the Province be divided into circuits, containing five Superintendents, who shall form an examining board for the circuit, and that the Chief Superintendent should nominate seven persons from among the members of these circuit boards, who should constitute an examining board for the granting of Provincial certificates. Teachers only who hold first class circuit certificates, and who had taught school for at least three years, upon the recommendation of the County Superintendent, to be eligible for examination for Provincial certificates.—Carried.

All the remaining clauses of the bill passed.

COUNTY OF NORTHUMBERLAND.

Cobourg, March 4.—Common School Act.—Carried as it stands.

Grammar School Act.—Carried as it stands.

COUNTY OF HASTINGS.

Belleville March 5.—Moved by Mr. F. McAnnany, seconded by Dr. Boulter. 1st Do you approve of County Superintendents in place of Township Superintendents?—Carried.

Moved by Mr. Daley, seconded by Mr. Stedman. 2nd. Do you approve of the qualifications of County Superintendents being prescribed as proposed?—Carried.

3rd. Do you approve of the proposal mode of appointing County Superintendents, and of providing for their salaries?—Carried.

Moved by Mr. Diamond, seconded by Mr. Wesley. 4th. Do you approve of the proposed method of deciding upon the inadequacy of school accommodations?—Carried.

Moved by Dr. Boulter, seconded by Mr. Farley. 5th. Do you approve of the proposed County Boards of Examiners?—Carried.

6th. Do you approve of fixing the minimum salaries of legally qualified male and female Teachers, as proposed?

There were several amendments proposed, all having a tendency to allow the salaries of the teachers to remain in the hands of the Trustees; one moved by Mr. Ostrom, seconded by Mr. Bird; and another moved by Mr. Thompson, seconded by Mr. J. S. Huffman.

The original motion, approving of fixing the minimum salaries of teachers, was carried by a large majority.

7th. Do you approve of the proposed means of establishing Township Boards of Trustees?—Carried.

8th. Do you approve of the proposed means of preventing sudden changes in the boundaries of school sections, unless desired by a majority of the ratepayers in such

sections, and of giving individual ratepayers the right of appeal, when transferred from one section to another against their will?—Carried.

9th. Do you approve of having the Public Schools made free by law?—Carried.

10th. Do you approve of the proposed means of securing the Common School Education of all children between the ages of 7 and 12 years, as proposed by the 16th and 17th clauses of the bill?—Carried.

Grammar School Act carried as it stands.

COUNTY OF PRINCE EDWARD.

Pictou, March 6.—1st. Do you approve of the appointment of County Superintendents, and of the Council of Public Instruction prescribing their qualifications?—Approved.

2nd. Do you approve of the mode of appointing County Superintendents and of providing their salaries?—Approved.

3rd. Do you approve of the proposed method of deciding upon the adequacy and suitability of school accommodation?—Approved.

4th. Do you approve of the appointment of the proposed Board of Examiners?—Approved.

5th. Do you approve of fixing the minimum salaries of legally qualified teachers?—Not approved.

6th. Do you approve of the appointment of Township Boards of Trustees if the majority of the school sections interested desire it?—Not approved.

7th. Do you approve of the proposed arrangement in reference to changing the boundaries of school sections?—Approved.

8th. Do you approve of making all schools free by law?—Approved.

9th. Do you approve of the clause compelling parents to send their children to school?—Approved.

10th. Do you approve of giving Trustees the power to erect a teacher's residence if they desire?—Not approved.

Grammar School Act carried as it stands.

COUNTIES OF LENNOX AND ADDINGTON.

Napanee, March 8.—1st. Do you approve of the appointment of County Superintendents?—Lost.

2nd. Do you approve of the qualifications of Superintendents as suggested?—Carried.

3rd. Their appointment } Carried.

4th. And powers. }

5th. Boards of Examiners to be appointed.—Carried

6th. Minimum salaries to teachers.—Lost.

7th. Township Trustees.—Carried.

8th. On the formation of sections.—Carried.

9th. That all schools be made free by law.—Carried.

10th. Compulsory education as proposed.—Carried.

11th. Dwellings for teachers.—Lost.

12th. Summer vacation from 15th July to 15th August.—Carried.

COUNTY OF FRONTENAC.

Kingston, March 9.—The motion to the effect that the office of County Superintendent supersede that of the present Township Superintendents, was the signal for considerable discussion, and an amendment was moved and seconded by Rev. T. S. Chambers and Mr. W. Guthrie, that the law remain as it is.—Lost.

Moved by Rev. Mr. Mulkins, seconded by Mr. T. Robinson, That this meeting approves of the mode of appointing Superintendents, and of providing for their salaries.—Carried.

The subject of the salaries of the teachers, the minimum of which is placed at \$300 for male teachers, and \$200 for females, was the occasion of general discussion, and several

persons expressed their opinions with more or less heat. The clause was, however, carried, and the business of the meeting terminated with it.

COUNTIES OF LEEDS AND GRENVILLE.

Brockville, March 10.—No. 1. Of the Common School Bill relating to County Superintendents.—Carried.

No. 2. As to the qualifications of Superintendents.—Carried.

No. 3. Mode of appointing Superintendents and payment of their salaries.—Carried.

No. 4. In reference to school accommodation.—Carried.

No. 5. Establishing County Board of Examiners of teachers, carried on motion of Mr. H. S. McDonald, seconded by Mr. Deacon, both being members of the Board of Examiners as the law exists at present.

No. 6. Relating to the minimum salaries of teachers, lost, on motion of Mr. Richardson.

No. 7. To establish Township Board of Trustees.—Lost.

No. 8. As to altering school sections.—Carried.

No. 9. Free Schools.—Carried.

No. 10. Compulsory attendance.—Carried.

No. 11. Power to erect houses for teachers.—Lost.

No. 12. Respecting vacations.—Lost.

COUNTY OF LANARK.

Perth, March 13.—Common School Act carried as it stands.

5th clause. Moved in amendment by Mr. Robertson, seconded by Mr. W. R. F. Berford, "Each County and City Council, and the Board of School Trustees of each town, separated from a county, shall nominate and appoint from those holding the necessary certificates of qualification, one person to be Superintendent of Common Schools in such county, city, or town; and in counties where there are or shall be more than one hundred Common Schools, the County Council may nominate and appoint the persons holding such certificates to be Superintendents, and prescribe the territorial limits of each."—Lost.

Dr. Burritt moved, seconded by the Rev. Mr. White, "That clause ten of the Common School Bill be amended by providing that in school sections where the amount on the assessment roll does not come up to a certain sum, to be fixed by the Legislature, the provision for establishing the minimum salary shall not be enforced: or, in other words, that the minimum salary shall depend upon a minimum assessment."—Lost.

Grammar School Act carried as it stands.

COUNTIES OF STORMONT AND DUNDAS.

Cornwall, March 15.—Common School Act carried as it stands.

Clause 1. Moved in amendment by Samuel Ault, M.P., seconded by Mr. D. McDonell, That we do not approve of County Superintendents, but would recommend the specified qualifications for county officers to be applied to Local Superintendents.—Lost.

COUNTY OF GLENGARRY.

Alexandria, March 16.—In amendment to the clauses respecting the change of Superintendents it was moved by Mr. Quigley, seconded by Mr. McDonald, That, in the opinion of this meeting, Township Superintendents would be preferable to County Superintendents.—Carried.

The section regarding the qualification of Superintendents was carried.

On the section regarding the appointment and payment of County Superintendents being put to the meeting, it was moved by Mr. McNab, seconded by Mr. McDonnell, That in case the Legislature should decide to appoint County Superintendents, then, in the opinion of this Convention, the 5th clause be erased and the following substituted:—Each County Council and each Board of Public School Trustees in a city or town shall annually

appoint, from among those holding the necessary certificate of qualification, one person to be Superintendent of Common Schools in such city, county, or town; and in counties where there are, or shall be, more than one hundred Common Schools, the County Council shall appoint two persons, holding such certificate, to be Superintendents, and prescribe the territorial limits of each.—Carried.

Moved by Mr. McNabb, seconded by Mr. Fraser, and resolved,—That, in the opinion of this meeting, the 7th clause be amended by substituting the words “County Council” in lieu of “Lieutenant-Governor.”

The proposed method of deciding on the inadequacy of school accommodation was adopted.

The clause respecting the examination of teachers was approved of.

With respect to the clause fixing the minimum salaries of teachers, it was moved by Mr. A. S. McDonald, seconded by Mr. McNab, That, inasmuch as the trustees appointed by the different school sections are the best judges of the amount of salary which the rate-payers of the respective school sections can afford to pay without being oppressed, be it resolved that the 10th clause be erased.—Carried.

It was moved in amendment to the clause respecting Township Boards of Trustees, by Dr. McMillan, seconded by Mr. A. S. McDonald, That this meeting is of opinion that school sections will be more efficiently managed under a Board of Trustees, and is, therefore, opposed to the 11th section of the amended School Act.—Carried.

The 12th, 15th, 16th and 17th sections were carried.

To the 18th, it was moved by Mr. Arch. McNab, seconded by Dr. Ross, and resolved,—That the following provision be added: Provided always, that the proposition to build accommodation for a teacher in any school section shall receive the concurrence of a majority of the rate-payers at a special meeting called for that purpose, and due notice given of the same.

COUNTY OF CARLETON.

Ottawa, March 18.—Common School Act carried as it stands.

Grammar School Act carried as it stands, except—

Section 2. Moved in amendment by Mr. Clemon, seconded by Mr. Hay, that there be vested in the City Council the right of appointing a certain number of members to serve as trustees.—Carried.

A P P E N D I X C.

APPORTIONMENT OF THE LEGISLATIVE SCHOOL GRANT, FOR COMMON SCHOOLS, IN ONTARIO, FOR 1869.

CIRCULAR TO THE CLERK OF EACH COUNTY, CITY, TOWN AND VILLAGE MUNICIPALITY IN THE PROVINCE OF ONTARIO.

SIR,—I have the honour to transmit herewith a certified copy of the apportionment for the current year, of the Legislative School Grant to each City, Town, Village, and Township in Ontario.

The basis of apportionment to the several Counties, Cities, Towns, Villages, and Townships for this year is the school population as reported by the Local Superintendents for 1867, and I have no more generally accurate statistics of a late date. From 1862 to 1865, the census of 1861 was the basis; but the large increase of population in some localities necessitated another standard for the last two years.

Where Roman Catholic Separate Schools exist, the sum apportioned to the Municipality has been divided between the Common and Separate Schools therein, according to the average attendance of pupils at both classes of schools during last year, as reported and certified by the trustees.

The mode of paying these grants has been altered since last year. They will now be paid by the Hon. the Provincial Treasurer on the certificate of the Chief Superintendent. These certificates will issue immediately in favour of those Municipalities which have sent in duly audited school accounts and Local Superintendents' reports to this office.

I trust that the liberality of your Council will be increased in proportion to the growing necessity and importance of providing for the sound and thorough education of all the youth of the land.

I am, Sir, your obedient servant,

E. RYERSON.

EDUCATION OFFICE,
Toronto, 26th June, 1869.

APPORTIONMENT TO COUNTIES FOR 1869.

1. COUNTY OF GLENGARRY.

Townships.	Apportionment.
Charlottenburgh.....	\$636 00
do for Separate Schools...	\$90 00
Kenyon.....	567 00
Lancaster.....	391 00
do for Separate Schools.....	\$57 00
Lochiel.....	454 00
do for Separate Schools ...	\$133 00
	<hr/>
Total for County, \$2,328.	\$280 00 \$2048 00

2. COUNTY OF STORMONT.

Cornwall	\$522 00
Finch	348 00
Osnabruck.....	711 00
Roxborough.....	328 00
	<hr/>
	\$1909 00

3. COUNTY OF DUNDAS.

Matilda.....	\$581 00
Mountain.....	448 00
Williamsburgh	557 00
Winchester	515 00
	<hr/>
	\$2101 00

4. COUNTY OF PRESCOTT.

Alfred	\$160 00
Caledonia	107 00
Hawkesbury, East.....	420 00
do for Separate Schools...	\$136 00
do West	229 00
Longuenil	186 00
Plantagenet, North	273 00
do for Separate Schools.....	\$18 00
do South.....	130 00
	<hr/>
	\$154 00 \$1505 00

Total for County, \$1,659.

5. COUNTY OF RUSSELL.

Townships.	Apportionment.
Cambridge	\$60 00
Clarence	249 00
Cumberland.....	338 00
Russell	203 00
	<hr/>
	\$850 00

6. COUNTY OF CARLETON.

Fitzroy	\$349 00
Gloucester.....	452 00
do for Separate Schools.....	\$25 00
Goulbourn.....	358 00
Gower, North	298 00
Huntley.....	318 00
March	170 00
Marlborough	277 00
do for Separate Schools.....	\$28 00
Nepean	416 00
do for Separate Schools.....	\$51 00
Osgoode.....	454 00
do for Separate Schools.....	\$43 00
Torbolton	110 00
	<hr/>
	\$147 00 \$3202 00

Total for County, \$3,349.

7. COUNTY OF GRENVILLE.

Augusta	\$606 00
Edwardsburgh.....	604 00
do for Separate Schools.....	\$32 00
Gower, South	135 00
Oxford on Rideau	488 00
do for Separate Schools.....	\$19 00
Wolford.....	308 00
	<hr/>
	\$51 00 \$2141 00

Total for County, \$2,192.

8. COUNTY OF LEEDS.

Bastard and Burgess, South	\$477 00
Crosby, North.....	289 00

COUNTY OF LEEDS—(Continued).

Townships.	Apportionment.
Crosby, South.....	\$318 00
Elizabethtown.....	656 00
Elmsley, South.....	209 00
Escott, Front.....	178 00
Kitley.....	369 00
do for Separate School.....	\$9 00
Leeds and Lansdowne, Front.....	318 00
do do Rear.....	280 00
Yonge, Front.....	229 00
Yonge and Escott, Rear.....	219 00
do for Separate School.....	\$21 00
	\$30 00 \$3542 00
Total for County, \$3,572.	

9. COUNTY OF LANARK.

Bathurst.....	\$378 00
Beckwith.....	287 00
Burgess, North.....	130 00
Dalhousie.....	192 00
do for Separate School.....	\$11 00
Darling.....	100 00
Drummond.....	308 00
Elmsley, North.....	170 00
Lanark.....	269 00
Lavant.....	40 00
Montague.....	412 00
Pakenham.....	309 00
Ramsay.....	517 00
Sherbrooke, North.....	40 00
do South.....	85 00
	\$11 00 \$3237 00
Total for County, \$3,248.	

10. COUNTY OF RENFREW.

Admaston.....	\$272 00
Algona.....	70 00
Alice.....	99 00
do for Separate School.....	\$9 00
Bagot and Blithfield.....	140 00
Brougham.....	61 00
Bromley.....	176 00
Brudenell, Raglan, and Radcliffe.....	96 00
Grattan.....	137 00
do for Separate Schools.....	\$27 00
Griffith.....	18 00
Horton.....	197 00
McNab.....	248 00
Matawatchan.....	20 00
Pembroke.....	51 00
do for Separate Schools.....	\$19 00
Petewawa, Buchanan, and McKay.....	30 00
Rolph and Wylie.....	60 00
Ross.....	189 00
Sebastopol.....	65 00
Stafford.....	105 00
Westneath.....	328 00
Wilberforce.....	209 00
	\$55 00 \$2571 00
Total for County, \$2,626.	

11. COUNTY OF FRONTENAC.

Barrie.....	\$44 00
Bedford.....	139 00

COUNTY OF FRONTENAC—(Continued).

Townships.	Apportionment.
Bedford for Separate School.....	\$41 00
Clarendon.....	\$21 00
Hinchinbrooke.....	74 00
Kennebec.....	45 00
Kingston.....	450 00
do for Separate School.....	\$37 00
Loughborough.....	291 00
Olden.....	74 00
Oso.....	60 00
Palmerston.....	47 00
Pittsburgh.....	507 00
Portland.....	298 00
Storrington.....	348 00
Wolfe Island.....	277 00
do for Separate Schools.....	\$101 00
	\$179 00 \$2675 00
Total for County, \$2,854.	

12. COUNTY OF ADDINGTON.

Amherst Island.....	\$120 00
Anglesea and Kaladar.....	132 00
Camden, East.....	721 00
do for Separate School.....	\$15 00
Denbigh and Abinger.....	35 00
Ernestown.....	513 00
Sheffield.....	294 00
do for Separate School.....	\$44 00
	\$59 00 \$1815 00
Total for County, \$1,874.	

13. COUNTY OF LENNOX.

Adolphustown.....	\$91 00
Fredericksburgh, North.....	199 00
do South.....	150 00
Richmond.....	418 00
	\$858 00

14. COUNTY OF PRINCE EDWARD.

Ameliasburgh.....	\$370 00
Athol.....	199 00
Hallowell.....	388 00
Hillier.....	269 00
Marysburgh.....	457 00
Sophiasburgh.....	298 00
	\$1981 00

15. COUNTY OF HASTINGS.

Elzevir.....	\$123 00
do for Separate Schools.....	\$12 00
Hungerford.....	523 00
do for Separate School.....	\$14 00
Huntingdon.....	365 00
Madoc.....	477 00
Marmora and Lake.....	187 00
Rawdon.....	452 00
Sidney.....	537 00
Thurlow.....	527 00
Tudor.....	60 00
Tyendinaga.....	862 00
do for Separate Schools.....	\$13 00
	\$39 00 \$4113 00
Total for County, \$4,152.	

16. COUNTY OF NORTHUMBERLAND.

Townships.	Apportionment.
Alnwick	\$155 00
Brighton	430 00
do for Separate Schools.....	\$20 00
Cramahe	456 00
Haldimand	736 00
do for Separate Schools.....	\$24 00
Hamilton	690 00
Monaghan, South	160 00
Murray	470 00
Percy	414 00
do for Separate School.....	\$22 00
Seymour	500 00
	\$66 00 \$4011 00

Total for County, \$4,077.

17. COUNTY OF DURHAM.

Cartwright	\$370 00
Cavan	590 00
Clarke	740 00
Darlington.....	750 00
Hope	600 00
Manvers.....	510 00
	\$3560 00

18. COUNTY OF PETERBOROUGH.

Asphodel	\$323 00
do for Separate Schools.....	\$24 00
Belmont and Methuen	116 00
Burleigh.....	50 00
Cardiff	2 00
Chandos.....	18 00
Douro.....	372 00
Dummer	246 00
Dysart	40 00
Ennismore.....	120 00
Galway	70 00
Harvey	37 00
Minden	90 00
Monaghan, North	140 00
Otonabee	445 00
do for Separate School.....	\$21 00
Smith	370 00
Snowdon	45 00
Stanhope	10 00
	\$45 00 \$2494 00

Total for County, \$2,539.

19. COUNTY OF VICTORIA.

Anson and Hindon.....	\$43 00
Bexley	44 00
Carden	110 00
Draper, Macaulay, Stephenson, Ryde, and Oakley	80 00
Eldon	328 00
Emily	487 00
Fenelon	328 00
Laxton and Digby	75 00
Lutterworth	28 00
Mariposa	656 00
Ops	447 00
Somerville.....	95 00
Verulam	223 00
	\$2944 00

20. COUNTY OF ONTARIO.

Townships.	Apportionment.
Brock	\$557 00
Mara and Rama	296 00
do for Separate School.....	\$32 00
Pickering	922 00
Reach	750 00
Scott	318 00
Scugog Island	80 00
Thorah	187 00
Uxbridge	532 00
Whitby, East	407 00
do West.....	348 00
	\$32 00 \$4397 00

Total for County, \$4,420.

21. COUNTY OF YORK.

Etobicoke	\$331 00
do for Separate School.....	\$7 00
Georgina	200 00
Gwillimbury, East.....	428 00
do North.....	246 00
King	953 00
Markham	864 00
Scarborough	520 00
Vaughan	950 00
Whitechurch	547 00
York	866 00
do for Separate Schools.....	\$146 00
	\$153 00 \$5905 00

Total for County, \$6,058.

22. COUNTY OF PEEL.

Albion	\$587 00
Caledon	577 00
Chinguacousy	746 00
Gore of Toronto	125 00
do for Separate School....	\$15 00
Toronto	716 00
	\$15 00 \$2751 00

Total for County, \$2,766.

23. COUNTY OF SIMCOE.

Adjala	\$278 00
Essa	467 00
Flos.....	175 00
Gwillimbury, West.....	397 00
Innisfil	607 00
do for Separate School.....	\$7 00
Medonte.....	397 00
Mono	470 00
Monck	44 00
Morrison	65 00
Muskoka	33 00
Mulmur	279 00
Nottawasaga.....	586 00
Orillia and Matchedash.....	120 00
do for Separate School....	\$23 00
Oro	437 00
Summidaie	140 00
Tay and Tiny	249 00
Tecumseth	517 00
Tossorontio	179 00
Vespra	173 00
do for Separate Schools.....	\$7 00
	\$39 00 \$5613 00

Total for County, \$5,652.

24. COUNTY OF HALTON.

Townships.	Apportionment.
Esquesing	\$676 00
Nassagaweya	328 00
Nelson	487 00
Trafalgar	577 00
	<u>\$2068 00</u>

25. COUNTY OF WENTWORTH.

Ancaster	\$550 00
Barton	300 00
Beverley	700 00
Binbrooke	230 00
Flamborough, East	426 00
do for Separate School	\$14 00
Flamborough, West	412 00
do for Separate School	\$28 00
Glanford	250 00
Saltfleet	300 00
	<u>\$42 00 \$3168 00</u>
Total for County, \$3,210.	

26. COUNTY OF BRANT.

Brantford	\$706 00
Burford	776 00
Dumfries, South	407 00
Oakland	150 00
Onondaga	209 00
	<u>\$2248 00</u>

27. COUNTY OF LINCOLN.

Caistor	\$239 00
Clinton	298 00
Gainsborough	318 00
Grantham	340 00
do for Separate School	\$36 00
Grimsby	336 00
Louth	219 00
Niagara	239 00
	<u>\$36 00 \$1989 00</u>
Total for County, \$2,025.	

28. COUNTY OF WELLAND.

Bertie	\$279 00
Crowland	160 00
Humberstone	303 00
do for Separate School	\$45 00
Pelham	288 00
Stamford	256 00
do for Separate School	\$42 00
Thorold	288 00
Wainfleet	278 00
Willoughby	136 00
do for Separate School	\$14 00
	<u>\$101 00 \$1988 00</u>
Total for County, \$2,089.	

29. COUNTY OF HALDIMAND.

Townships.	Apportionment.
Canborough	\$125 00
Cayuga, North	234 00
do South	119 00
Dunn	118 00
Moulton and Sherbrooke	224 00
Oneida	331 00
do for Separate School	\$26 00
Rainham	249 00
Seneca	386 00
Walpole	630 00
do for Separate School	\$16 00
	<u>\$42 00 \$2416 00</u>
Total for County, \$2,458.	

30. COUNTY OF NORFOLK.

Charlottetown	\$423 00
Houghton	241 00
Middleton	363 00
Townsend	646 00
Walsingham	565 00
Windham	484 00
do for Separate School	\$43 00
Woodhouse	453 00
	<u>\$43 00 \$3175 00</u>
Total for County, \$3,218.	

31. COUNTY OF OXFORD.

Blandford	\$240 00
Blenheim	850 00
Dereham	680 00
Nissouri, East	460 00
Norwich, North	404 00
do South	325 00
Oxford, North	190 00
do East	300 00
do West	350 00
Zorra, East	520 00
do West	400 00
	<u>\$4719 00</u>

32. COUNTY OF WATERLOO.

Dumfries, North	\$447 00
Waterloo	993 00
Wellesley	601 00
do for Separate Schools	\$85 00
Wilmot	594 00
do for Separate Schools	\$62 00
Woolwich	656 00
	<u>\$147 00 \$3291 00</u>
Total for County, \$3,438.	

33. COUNTY OF WELLINGTON.

Amaranth	\$190 00
Arthur	305 00
do for Separate School	\$145 00
Eramosa	433 00
Erin	686 00

COUNTY OF WELLINGTON—(Continued).

Townships.	Apportionment.
Garafraxa	\$616 00
Guelph	298 00
Luther	140 00
Maryborough	487 00
Minto	417 00
Nichol	267 00
do for Separate School.....	\$21 00
Peel	567 00
do for Separate School.....	\$119 00
Pilkington	249 00
do for Separate School.....	\$35 00
Puslinch.....	583 00
	<hr/>
	\$320 00 \$5238 00

Total for County, \$5,558.

34. COUNTY OF GREY.

Artemesia	\$413 00
do for Separate School.....	\$15 00
Bentinck	576 00
Collingwood	368 00
Derby	208 00
Egremont	397 00
Euphrasia	239 00
Glenelg	408 00
do for Separate Schools	\$65 00
Holland	355 00
do for Separate School.....	\$19 00
Keppel, Sarawak, and Brooke.....	110 00
Melancthon	202 00
do for Separate School.....	\$13 00
Normanby.....	501 00
do for Separate School.....	\$42 00
Osprey	343 00
Proton	160 00
do for Separate School.....	\$40 00
St. Vincent	517 00
Sullivan	209 00
do for Separate School.....	\$60 00
Sydenham.....	404 00
do for Separate School.....	\$24 00
	<hr/>
	\$224 00 \$5410 00

Total for County, \$5,634.

35. COUNTY OF PERTH.

Blanchard	\$512 00
Downie	415 00
do for Separate School.....	\$52 00
Easthope, North	348 00
do South.....	269 00
Ellice	279 00
do for Separate School.....	\$19 00
Elma	318 00
Fullarton	358 00
Hibbert	425 00
Logan	308 00
Mornington	438 00
do for Separate School.....	\$9 00
Wallace	393 00
	<hr/>
	\$80 00 \$4063 00

Total for County, \$4,143.

36. COUNTY OF HURON.

Townships.	Apportionment.
Ashfield.....	\$437 00
Colborne	239 00
Goderich	447 00
Grey	442 00
Hay.....	467 00
Howick	437 00
Hullet	391 00
do for Separate School.....	\$26 00
McKillop	427 00
Morris	368 00
Stanley	496 00
Stephen	337 00
do for Separate School.....	\$21 00
Tuckersmith.....	358 00
Turnberry	273 00
Usborne	477 00
Wawanosh, East.....	261 00
do West.....	266 00
do for Separate School.....	\$21 00
	<hr/>
	\$68 00 \$6143 00

Total for County, \$6,211.

37. COUNTY OF BRUCE.

Albemarle and Amabel.....	\$70 00
Arran	437 00
Brant	586 00
Bruce	337 00
Carriack	515 00
do for Separate School.....	\$27 00
Culross	387 00
Elderslie	343 00
Greenock	229 00
do for Separate School.....	\$20 00
Huron	347 00
Kincardine	462 00
Kinloss	318 00
Saugeen	249 00
	<hr/>
	\$47 00 \$4280 00

Total for County, \$4,327.

38. COUNTY OF MIDDLESEX.

Adelaide	\$332 00
Biddulph	407 00
do for Separate School.....	\$51 00
Caradoc	518 00
Delaware	224 00
Dorchester, North	508 00
Ekfrid	329 00
Lobo	389 00
London	1116 00
McGillivray	528 00
do for Separate School.....	\$20 00
Metcalfe	249 00
Mosa	349 00
Nissouri, West.....	408 00
Westminster.....	709 00
do for Separate School.....	\$7 00
Williams, East.....	299 00
do West.....	249 00
do for Separate School.....	\$69 00
	<hr/>
	\$147 00 \$6614 00

Total for County, \$6,761.

39. COUNTY OF ELGIN.

Townships.	Apportionment.
Aldborough	\$308 00
Bayham	572 00
Dorchester, South	255 00
Dunwich	388 00
Malahide	616 00
Southwold	546 00
Yarmouth	646 00
	<u>\$3331 00</u>

40. COUNTY OF KENT.

Camden and Gore	\$308 00
Chatham and Gore	412 00
Dover, East and West	288 00
Harwich	578 00
do for Separate Schools	\$24 00
Howard	454 00
do for Separate School	\$13 00
Oxford	288 00
Raleigh	389 00
do for Separate School	\$88 00
Romney	76 00
Tilbury, East	152 00
Zone	100 00
	<u>\$125 00 \$3045 00</u>

Total for County, \$3,170.

41. COUNTY OF LAMBTON.

Townships.	Apportionment.
Bosanquet	\$442 00
Brooke	263 00
Dawn	102 00
Enniskillen	165 00
Euphemia	266 00
Moore	410 00
do for Separate School	\$17 00
Plympton	467 00
Sarnia	268 00
Sombra	227 00
do for Separate School	\$31 00
Warwick	462 00
	<u>\$48 00 \$3072 00</u>

Total for County, \$3,120.

42. COUNTY OF ESSEX.

Anderdon	\$107 00
do for Separate School	\$33 00
Colchester	291 00
Gosfield	298 00
Maidstone	193 00
Malden	179 00
Mersea	310 00
Rochester	180 00
Sandwich, East	338 00
do West	234 00
Tilbury, West	199 00
	<u>\$33 00 \$2329 00</u>

Total for County, \$2,362.

APPORTIONMENT TO CITIES, TOWNS, AND VILLAGES FOR 1869.

CITIES.	Common Schools.	R. C. Separate Schools.	Total.	VILLAGES.	Common Schools.	R. C. Separate Schools.	Total.
	\$ cts	\$ cts	\$ cts		\$ cts	\$ cts	\$ cts
Hamilton	1610 00	380 00	1990 00	Arnprior	132 00		132 00
Kingston	1068 00	322 00	1390 00	Ashburnham	125 00		125 00
London	1376 00	214 00	1590 00	Aurora	126 00		126 00
Ottawa	717 00	773 00	1490 00	Bath	66 00		66 00
Toronto	2945 00	1505 00	4450 00	Bradford	120 00		120 00
	7716 00	3194 00	10910 00	Brampton	185 00		185 00
				Brighton	130 00		130 00
				Caledonia	115 00		115 00
				Cayuga	82 00		82 00
				Chippawa	116 00	33 00	149 00
				Clinton	145 00		145 00
				Colborne	96 00		96 00
				Dunville	165 00		165 00
				Elora	158 00	27 00	185 00
				Embro	70 00		70 00
				Fergus	139 00	21 00	160 00
				Fort Erie	110 00		110 00
				Gananoque	170 00		170 00
				Garden Island	60 00		60 00
				Georgetown	154 00		154 00
				Hawkesbury	130 00		130 00
				Hespeler	105 00		105 00
				Holland Landing	76 00		76 00
				Iroquois	80 00		80 00
				Kemptville	114 00		114 00
				Kincardine	150 00		150 00
				Lanark	70 00		70 00
				Listowel	100 00		100 00
				Merrickville	105 00		105 00
				Mitchell	196 00		196 00
				Morrisburgh	118 00		118 00
				Mount Forest	127 00	13 00	140 00
				Newburgh	100 00		100 00
				Newcastle	98 00		98 00
				New Edinburgh	40 00		40 00
				New Hamburg	121 00		121 00
				Newmarket	125 00	40 00	165 00
				Oil Springs	155 00		155 00
				Orangeville	95 00		95 00
				Orillia	130 00		130 00
				Oshawa	231 00	43 00	274 00
				Pembroke	63 00	30 00	93 00
				Petrolia	100 00		100 00
				Portsmouth	93 00	37 00	130 00
				Port Dalhousie	135 00		135 00
				Preston	127 00	27 00	154 00
				Renfrew	67 00		67 00
				Richmond	50 00		50 00
				Seaforth	90 00		90 00
				Smith's Falls	71 00	49 00	120 00
				Southampton	90 00		90 00
				Stirling	96 00		96 00
				Strathroy	140 00		140 00
				Streetsville	85 00		85 00
				Thorold	152 00	62 00	214 00
				Trenton	128 00	77 00	205 00
				Vienna	97 00		97 00
				Wardsville	98 00		98 00
				Waterloo	160 00		160 00
				Welland	108 00		108 00
				Wellington	76 00		76 00
				Yorkville	185 00		185 00
	10470 00	2188 00	12658 00		7141 00	459 00	7600 00

SUMMARY OF APPORTIONMENT TO COUNTIES, 1869.

COUNTIES.	Common Schools.	R. C. Separate Schools.	Total.	COUNTIES.	Common Schools.	R. C. Separate Schools.	Total.
	\$ cts	\$ cts	\$ cts		\$ cts	\$ cts	\$ cts
1. Glengarry	2048 00	280 00	2328 00	23. Simcoe	5613 00	39 00	5652 00
2. Stormont	1909 00		1909 00	24. Halton	2068 00		2068 00
3. Dundas	2101 00		2101 00	25. Wentworth	3168 00	42 00	3210 00
4. Prescott	1505 00	154 00	1659 00	26. Brant	2248 00		2248 00
5. Russell	850 00		850 00	27. Lincoln	1989 00	36 00	2025 00
6. Carleton	3202 00	147 00	3349 00	28. Welland	1988 00	101 00	2089 00
7. Grenville	2141 00	51 00	2192 00	29. Haldimand	2416 00	42 00	2458 00
8. Leeds	3542 00	30 00	3572 00	30. Norfolk	3175 00	43 00	3218 00
9. Lanark	3237 00	11 00	3248 00	31. Oxford	4719 00		4719 00
10. Renfrew	2571 00	55 00	2626 00	32. Waterloo	3291 00	147 00	3438 00
11. Frontenac	2675 00	179 00	2854 00	33. Wellington	5238 00	320 00	5558 00
12. Addington	1815 00	59 00	1874 00	34. Grey	5410 00	224 00	5634 00
13. Lennox	858 00		858 00	35. Perth	4063 00	80 00	4143 00
14. Prince Edward	1981 00		1981 00	36. Huron	6143 00	68 00	6211 00
15. Hastings	4113 00	39 00	4152 00	37. Bruce	4280 00	47 00	4327 00
16. Northumberland	4011 00	66 00	4077 00	38. Middlesex	6614 00	147 00	6761 00
17. Durham	3560 00		3560 00	39. Elgin	3331 00		3331 00
18. Peterborough	2494 00	45 00	2539 00	40. Kent	3045 00	125 00	3170 00
19. Victoria	2944 00		2944 00	41. Lambton	3072 00	48 00	3120 00
20. Ontario	4397 00	32 00	4429 00	42. Essex	2329 00	33 00	2362 00
21. York	5905 00	153 00	6058 00	District of Algoma	360 00		360 00
22. Peel	2751 00	15 00	2766 00				
GRAND TOTALS.					135170 00	2858 00	138028 00
					\$ cts	\$ cts	\$ cts
Counties and Districts	135170 00	2858 00	138028 00				
Cities	7716 00	3194 00	10910 00				
Towns	10470 00	2188 00	12658 00				
Villages	7141 00	459 00	7600 00				
Reserved for arrears and new Schools		395 50	395 50				
Apportionments of 1868 paid in 1869	225 00	183 50	408 50				
					160722 00	9278 00	170000 00

APPENDIX D.

THE NORMAL SCHOOL FOR ONTARIO.

PROVINCIAL CERTIFICATES GRANTED BY THE CHIEF SUPERINTENDENT OF EDUCATION.

The Chief Superintendent of Education, on the recommendation of the Masters of the Normal School, and under the authority of the following section of the Upper Canada Consolidated Common School Act, 22 Vic., chap. 64, sec. 107, has granted to the under-mentioned students of the Normal School, Provincial Certificates of Qualification as Common School Teachers in any part of Ontario :—

“107. The Chief Superintendent of Education, on the recommendation of the teachers in the Normal School, may give to any teacher of Common Schools a Certificate of Qualification, which shall be valid in any part of Upper Canada until revoked ; but no such Certificate shall be given to any person who has not been a student in the Normal School.”

The Certificates are divided into classes, in harmony with the general programme, according to which all teachers in Ontario are required to be examined and classified, and

are valid until revoked, or until the expiration of the time mentioned in the Certificate, according to the following form:—

GRADE A, (B OR C), OF THE FIRST (OR SECOND) CLASS.

Certificate of Qualification—Normal School, for Ontario.

THIS IS TO CERTIFY, that _____ having attended the Normal School during the _____ Session, 18—, and having been carefully examined in the several branches named in the margin, is hereby recommended to the Chief Superintendent of Education, as eligible to receive a First (or Second) Class Certificate of Qualification, as a Common School Teacher in Ontario, according to the "Programme of the Examination and Classification of Common School Teachers," revised by the Council of Public Instruction, on the 17th day of December, 1858.

Head Master.

Second Master.

IN ACCORDANCE with the foregoing recommendation, and under the authority vested in the Chief Superintendent of Education by the 107th section of the Upper Canada Consolidated Common School Act (22nd Victoria, chapter 64),

[L.S.]

STANDING

IN THE DIFFERENT BRANCHES—
No. 1 being the highest.

Spelling.....	
Reading.....	
Grammar.....	
Composition.....	
English Literature.....	
History.....	
Geography.....	
Education.....	
Writing.....	
Drawing.....	
Music.....	
Book-Keeping.....	
Arithmetic.....	
Algebra.....	
Geometry.....	
Mensuration.....	
Natural Philosophy.....	
Chemical Physics.....	
Chemistry.....	
Aptitude to Teach.....	
Conduct.....	

I do hereby grant to _____ a First (or Second) Class Certificate of Qualification, as a Common School Teacher, of the grade and standing above indicated, which Certificate shall be valid in any part of Ontario, until revoked by this Department (or for one year, as in the case of Second Class Certificates, Grade C).

Dated at the Education Office, Toronto, this (fifteenth day of
one thousand eight hundred and sixty).

Chief Superintendent of Education for Ontario.

Recorded in Certificate Register A of
the Department, Number

Registrar.

Prior to the Ninth Session, no Provincial Certificates were issued. The Head Master certified to the attendance and conduct of the pupils, but such Certificates do not qualify the holders to become teachers in the Common Schools.

During the Ninth and Tenth Sessions, three classes of Certificates were granted, the First, Second, and Third; but the Third-Class Certificates of the Ninth Session expired on 1st July, 1854, and those of the Tenth Session on 1st November, 1854.

From the Eleventh to the Fourteenth Session, inclusive, only First and Second-Class Certificates were granted, and were not divided into Grades.

From the Fifteenth Session to the present time, the Certificates granted have been of the First and Second-Class, but each Class has been further divided into three Grades, A, B and C. These Certificates are all valid until revoked, but since the Nineteenth Session, inclusive, all Certificates of the Second-Class, Grade C, have been granted for one year only, so that the only valid Certificates of that grade are those granted from the Fifteenth to the Eighteenth Sessions, and those dated June and December, 1867, which expire in June and December, 1868.

In the Appendix to the Annual Report of 1867, pages 77-91, a full list of all Certificates, valid on 31st December of that year, was printed. The following is the list of Certificates granted in 1868 :—

THIRTY-NINTH SESSION.—DATED 15TH JUNE, 1868.

MALES.

First Class.—Grade B.

- 2546. Boyle, William S. (2482).
- 2547. Campbell, Aaron Jesse (1652).
- 2548. Hay, Andrew (1940).
- 2549. Manley, Charles Lewis.
- 2550. Scott, William.
- 2551. Williams, James Richard.

Grade C.

- 2552. Boulter, Joshua John.
- 2553. Galbreath, William James.
- 2554. Houston, John.
- 2555. Leslie, Alexander (2399).

Second Class.—Grade A.

- 2556. Edwards, Thomas Albert.
- 2557. Farrington, James (1938).
- 2558. Jardine, Wm. Wilson (2336).
- 2559. Mulloy, David Wilson.
- 2560. McKellar, Hugh.
- 2561. Stahlschmidt, William (2491).
- 2562. Ward, Edward.

Grade B.

- 2563. Clark, William Reid.
- 2564. Dennis, James Edwin.
- 2565. Doupe, William.
- 2566. Ferrier, Amos B.
- 2567. Gill, Samuel Rea.
- 2568. Hughes, Samuel.
- 2569. Jessop, Elisha (2494).
- 2570. McIlvanie, Samuel.
- 2571. McKay, David Waters Burn.
- 2572. Ward, Henry.
- 2573. Wilson, John.

Grade C.

(Expire 15th June, 1869).

- 2574. *Obtained second class A* (2631).
- 2575. *Obtained second class C* (2575).
- 2576. Law, Benjamin.
- 2577. *Obtained second class B* (2640).
- 2578. *Obtained second class B* (2642).
- 2579. Rutherford, Peter (2342).

FEMALES.

First Class.—Grade A.

- 2580. Sutherland, Margaret (2506).

Grade B.

- 2581. Calder, Elizabeth (2528).
- 2582. Moore, Isabella (2535).
- 2583. Thompson, Charlotte Emily (2540).

Grade C.

- 2584. Armstrong, Elizabeth (2516).
- 2585. Daville, Emma Julia.
- 2586. Mearns, Isabella (2427).

Second Class.—Grade A.

- 2587. Fletcher, Margaret (2531).
- 2588. Fraser, Margaret (2532).
- 2589. Harney, Ellen Nora (2534).
- 2590. McDonald, Annie Jane (2537).
- 2591. Robertson, Jane.
- 2592. Spread, Margaret.

Grade B.

- 2593. Batty, Alice Pamela.

- 2594. Bodwell, Sarah Melinda.
- 2595. Calder, Annie.
- 2596. Good, Rebecca Ida.
- 2597. Gorman, Jane Anne.
- 2598. Hoggan, Eliza.
- 2599. Johnson, Sarah Edith
- 2600. Lister, Jane.
- 2601. McGurn, Mary Jane.
- 2602. Nicholls, Mary Ann.
- 2603. Preston, Sarah.
- 2604. Sefton, Annie Maria (2109).
- 2605. Walkinshaw, Mary Ann.
- 2606. Walsh, Mary Ann.

Grade C.

(Expire 15th June, 1869).

- 2607. (2296), *obtained first class B* (2650).
- 2608. *Obtained second class B* (2680).
- 2609. (2455), *obtained second class B* (2684).
- 2610. *obtained first class C* (2662).
- 2611. *obtained second class A* (2674).
- 2612. *obtained same grade* (2711).
- 2613. Tamblyn, Elizabeth Ann.
- 2614. Trott, Mary Ann.
- 2615. *obtained first class C* (2670).

 CERTIFICATES EXPIRED JUNE, 1868.

The Certificates of the *Second Class, Grade C*, granted subsequently to the Nineteenth Session, have been limited to one year from their respective dates. Lists of certificates which expired before June, 1868, have already appeared in the *Journal of Education*, and the following list comprises those which expired on the 15th of that month.

MALES.

- | | | |
|--|--|--|
| 2410. <i>Obtained second class B</i> (2489). | \| | 2412. <i>Obtained second class B</i> (2490). |
| 2411. <i>Obtained second class A</i> (2481). | \| |  |

FEMALES.

- | | | |
|--|--|--|
| 2453. <i>Obtained second class A</i> (2514). | \| | 2460. Harris, Elizabeth. |
| 2454. Clark, Alvina. | \| | 2461. <i>Obtained second class A</i> (2522). |
| 2455. <i>Obtained second class C</i> (2609). | \| | 2462. Mills, Jane. |
| 2456. <i>Obtained second class B</i> (2529). | \| | 2463. Moore, Sarah. |
| 2457. <i>Obtained second class A</i> (2519). | \| | 2464. Page, Minnie Emilie. |
| 2458. <i>Obtained second class A</i> (2520). | \| | 2465. <i>Obtained second class A</i> (2524). |
| 2459. <i>Obtained second class C</i> (2707). | \| |  |

FORTIETH SESSION.—DATED 22ND DECEMBER, 1868.

MALES.

First Class.—Grade A.

2616. Boulter, Joshua John (2552).
 2617. Scott, William (2550).

First Class.—Grade B.

2618. Jardine, William Wilson (2558).
 2619. Powell, Francis Cox (1566).
 2620. Thompson, John Nixon.

First Class.—Grade C.

2621. Dennis, James Edwin (2564).
 2622. Dundon, John Stephen.
 2623. Gill, Samuel Rea (2567).
 2624. Hendry, William John (2143).
 2625. Hughes, Samuel (2568).
 2626. McDowall, Joseph William.
 2627. McKay, David Waters Burn (2571).
 2628. Munro, Donald.
 2629. Suddaby, Jeremiah (1282).
 2630. Wilson, John (2573).

Second Class.—Grade A.

2631. Campbell, John Harkness (2574).
 2632. Clark, William Reid (2563).
 2633. Dixon, Samuel Eugene.
 2634. Vercoe, James.

Second Class.—Grade B.

2635. Annis, Andrew E.
 2636. Boddy, James.
 2637. Brownlee, Hugh James.
 2638. Drinnie, Daniel.
 2639. McLeod, John.
 2640. McMillan, John (2577).
 2641. Palmer, Charles.
 2642. Reilly, Marlow Miles (2578).
 2643. Scallion, James William.

Second Class.—Class C.

[Expire one year from date].

2644. Crawford, Duncan (2575).
 2645. Hodge, jr., Robert.
 2646. Kelly, John William.
 2647. McKee, George.
 2648. Wood, Frank.

FEMALES.

First Class.—Grade A.

2649. Thompson, Charlotte Emily (2583).

First Class.—Grade B.

2650. Brown, Martha Eva (2607).

2651. Calder, Annie (2595).
 2652. Good, Rebecca Ida (2596).
 2653. Harney, Ellen Nora (2589).
 2654. Lister, Jane (2600).
 2655. Mearns, Isabella (2586).
 2656. Robertson, Jane (2591).
 2657. Templeton, Sarah Jane.

FEMALES—(Continued).

First Class.—Grade C.

2658. Bentley, Kate (2255).
 2659. Buckle, Frances Hannah.
 2660. Fletcher, Margaret (2587).
 2661. Fraser, Margaret (2588).
 2662. Hunter, Mary (2610).
 2663. Moore, Charlotte Elizabeth.
 2664. Mullin, Charlotte Anne (1802).
 2665. Preston, Sarah (2600).
 2666. Scarlett, Mary Elizabeth (2362).
 2667. Somerville, Peterina.
 2668. Spread, Margaret (2592).
 2669. Walsh, Margaret Elizabeth (2541).
 2670. Watt, Elizabeth (2615).

Second Class.—Grade A.

2671. Burriss, Mary Jane.
 2672. Gorman, Jane Anne (2597).
 2673. Kessack, Jessie.
 2674. McBride, Charlotte Louisa (2611).
 2675. McCreight, Sarah.
 2676. McDonald, Annie Jane (2590).
 2677. Nicholls, Mary Anne (2602).
 2678. Panton, Jessie R. H.
 2679. Saxton, Josephine Jerusha.

Second Class.—Grade B.

2680. Brownlee, Marion (2608).
 2681. Chadwick, Elizabeth Miriam.
 2682. Clark, Jessie Agnes.
 2683. Cockburn, Catherine.

2684. Coyne, Margaret Jane (2609).
 2685. Gray, Emma.
 2686. Gunn, Mary.
 2687. Hay, Janet Rennick (1820).
 2688. Joyce, Mary Greeves.
 2689. Lundy, Susan Elizabeth.
 2690. Mullin, Isabella.
 2691. McCausland, Fannie.
 2692. McKenzie, Isabella.
 2693. McKenzie, Mary.
 2694. O'Brien, Mary Josephine.
 2695. O'Neill, Mary Ann.
 2696. Riddel, Margaret.
 2697. Robertson, Janet.
 2698. Sefton, Annie Maria (2604).
 2699. Sinclair, Barbara.
 2700. Spink, Jane Elizabeth.
 2701. Telford, Marion.
 2702. Turnbull, Elizabeth.
 2703. Wallace, Jane.
 2704. Walsh, Mary Ann (2606).

Second Class.—Grade C.

[Expire one year from date].

2705. Adkins, Fannie Mary.
 2706. Burk, Mary Emily.
 2707. Guilett, Mary Ann (2459).
 2708. Holcroft, Margaretta Sarah.
 2709. Moran, Alicia.
 2710. Munshaw, Matilda Caroline.
 2711. Rowland, Alice Jane (2612).
 2712. Weir, Sarah Emma.

CERTIFICATES EXPIRED DECEMBER, 1868.

The Certificates of the *Second Class, Grade C*, granted subsequently to the Nineteenth Session, have been limited to one year from their respective dates. Lists of Certificates, which expired before December, 1868, have already appeared in the *Journal of Education*, and the following list comprises those which expired on the 22nd of that month.

MALES.

2493. East, Cornelius.
 2494. *Obtained Second Class B* (2569).
 2495. Jones, James Robert.
 2496. McEwen, John.

2497. McFarlane, Peter Alexander.
 2498. O'Brien, William.
 2499. Scallion, James William.

FEMALES.

2542. Buller, Henrietta.
 2543. Germain, Mary Eleanor.

2544. Schofield, Amelia Monro.

Certified,

ALEXANDER MARLING,
Registrar.

Education Office, Toronto, January, 1869.





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